

Orange County Educational Arts Academy
A California Public Charter School

**BOARD OF DIRECTORS
MEETING AGENDA**

Regular Meeting

February 8, 2023

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/3HytT5g>

MINUTES

I. Call to Order: 6:30 pm

A. Roll Call

Board Members

Dr. Alfonso Bustamante

Valerie Sullivan

Scott Overpeck, Chair

Ben Stanphill, Secretary

Boris Molina

Carmen Aparicio

Jessica Reyes

Present

Absent

		X
		X
X		
X		
X		
X		
X		
X		
X		
X		

Staff/Other

Pedro Llorente, School Director

Rocio Cervantes, Controller

Mike Limon, President/Executive Director

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: BM
	Vote: JR, BS, CA, BM, SO for 0 against

III. Public Comment on Closed Session Items, If Any

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

IV. Adjourn to Closed Session

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

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

VI. Public Comment

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

VII. Board and Staff Reports

- A. Staff Reports
 - 1. Executive Director – Mike Limon
 - 2. School Director – Pedro Llorente
- B. Operations Report –Rocio Cervantes
- C. Budget Committee Update

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 January 2023 Board Meeting
- B. Ratification of December 2022 Check Register

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

IX. Approve 2021-22 School Accountability Report Card

Action: Approve 2021-22 School Accountability Report Card	Motion: BS Second: BM Vote: JR, BS, CA, BM, SO for 0 against
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X. Presentations

- A. OCEAA Bond Refinance Options – Campanile Group, Inc – John Phan
- B. Brown Act Training – Youny, Minney & Corr LLP.

XI. Items for Future Meetings

The next regularly scheduled meeting is on March 8, 2023 in person.

XII. Adjournment

The meeting was adjourned at 10:12 PM.



February 8, 2023 Executive Director Board Report

- Wrapping up E-Rate bids for 2023-2024 IT project needs
- Workers compensation reporting vs payroll reporting issues resolved
- V1 of the scholarship/grant program policy to encourage credentialing completed
- Feb 16th sending out staff “Intent to returns”
- Employment agreements/Teacher Job Responsibilities and Employee Handbook is being reviewed by Legal Counsel for any changes in employment law
- 2 Job fairs scheduled - Tulare County 2/23 and UCI 3/27
- Commencement of employee health benefits renewal planing 2/23/22
- Coming: Communication to all staff regarding COVID-19 Emergency Legislative update ending May 2023
- Onboarding 3 Nutrition Services employees
- Onboarded new hire 1 internal sub teacher
- Current Openings - KEDS (paused) SPED (1 Instructional Aide, 1 Speech pathologist, 1 PT Education Specialist) 1 Nutrition Services and 1 HR/Accounting Assistant - all positions are filled temporary through staff agencies.



Operations Updates

Current Enrollment:

- Currently at 606 enrolled (2 less from prior month)

Waitlist:

- 55 students

23/24 Prospective Family Overview Sessions:

- Dates: Last date 3/15 (Social Media Ads and 8 PreSchools visited)
- Lottery date: March 17, 2023
- 54 went to 164 Prospective Students
 - a. TK - 45
 - b. K - 70
 - c. 1 - 9
 - d. 2 - 4
 - e. 3 - 6
 - f. 4 - 8
 - g. 5 - 8
 - h. 6 - 8
 - i. 5 - 1
 - j. 8 - 5



Enrollment, Waitlist and Planning Ahead

Data Collection Reviewed: Charter (5 schools) and District (5 schools)

Selection criteria: Geographic proximity, similar program (dual immersion K-8), historical/most likely competitors and actual responses received

Focus: This focused outside of the data collected was to look at OCEAA's long term financial outlook to ensure there was a sustainable approach to this commitment to an increase on teacher compensation based on OCEAA's financial capacity. **We are refining a 3 year Multi-year projected budget** based on ADA base funding, one-time funds, and increased costs to develop a 3 % & 5% increase for the teacher step & column. Already made projected cuts to a few items in future budgets: supplies, facility repairs, legal, subs/ consultants etc.

We have a teacher presentation on Wednesday, Feb 15th.

Other resources used throughout process:

Carmen Aparicio: OCEAA Board member with extensive HR experience

Ruth Dutton and Paul Khoury: Compensation consultant with extensive Charter school experience

Scott Warner: CSMC School Business Manager with extensive Charter school/Accounting experience

Employee Survey: Survey due Feb 14th



Compensation Study Process

Compensation Study Reviewed LEA's

School Districts:

1. Anaheim Elementary (enrollment of 16k)
2. Santa Ana (enrollment of 45k)
3. Garden Grove (enrollment of 39k)
4. Tustin (enrollment of 22k)
5. Orange (enrollment of 27k)

Charter Schools: *(more of a “apples to apples” comparison group)*

1. Nova (enrollment of 330)
2. Scholarship Prep (enrollment of 520)
3. Vista Charters (enrollment of 350)
4. El Sol (enrollment of 930)
5. EBC (enrollment of 414)



Investments continued

(may need to refocus in the event of economic downturn)

- Annex Aides: 5 vs 3 (pre-pandemic)
- Performance & Partnerships Coordinator & Arts Teacher (use to be one role, use of Arts Grant)
- Increased PD: Classified & Credentialed (Ed. Effectiveness Grant)
- Investment in Counseling Intern (Two Counselors)
- SPED Team: Coordinator, Full time Psychologist
- Increased KEDS Staff: ELO & Additional Admin Support
- Full Time Security Guard
- Increased materials, technology, currclumin/ software and supplies costs
- Intervention Supports
- Recruitment Staffer for prospective students

Commitment to Increase Stipends for Cert. Staff

2019-20

Stipends: **\$16,600**

OCDE Stipends: \$4,500

2020-21

Stipends: \$27,200

OCDE Stipend: \$5,400

2021-22

Stipends: \$83,338.79

OCDE Stipend: \$20,850

Bonus: \$75,202.84

2022- current

Stipends: **\$60,643.36**

OCDE Stipend: 10,400



Reflecting on Pandemic Funding & Increased expenses

2 MYP's to forecasts increased cost: **One with a 3% salary increase and one with a 5%.**

- Both used our budget revision we finalized early February as the baseline.
 - We then estimated our revenues taking out any expiring one-time revenue streams.
 - We reduced a few expense line items that were increased for the Federal one-time funds.
 - We increased our certificated salaries based on next year's step and column increases.
- Finally, we created the 2 scenarios with 3% and 5% across the board salary increases for both certificated and classified employees.
- ADA: Phased out the %'s year by year: 88% for 22-23, 90% for 23-24, 92% for 24-25
- Misc: SB 740 Application for 22-23 issue (\$625k) and ADA Relief to come to OCEAA this year.

The Net surplus results are:

	2023-24	2024-25
3%	\$ 131,686	\$ 300,136
5%	\$ 7,976	\$ 41,929



Initial Increased Expense for Change to Teacher Salaries

Q&A



School Director Board Update

January 11, 2023

Presented by

Pedro Llorente

LCAP Goal 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.*

❖ Academic Leadership Team Update:

- PD offered January 5th and 6th. Case studies, I-Station, CAASPP data.
- Preparation for ELPAC
- EL Education visits (Doraima and Jocelyn).
- MS transitional plan.
- ILT and Math implementation. Walkthroughs. Survey tool.

❖ MTSS:

- Continuation of SSTs.
- Training for FIA. Ongoing. Connections to MTSS and data points.
- Panorama data. Second round is coming.

❖ Hiring:

- Mid-year conversations with teachers.
- Potential attrition. Reasons.
- Future candidates. Building the list. TK and others.

LCAP Goal 2: *OCEAA teachers effectively use data, student engaged assessment, and language acquisition strategies to ensure students achieve academic excellence in Spanish and English.*

❖ Assessment & Intervention Coordinator Report

➤ Interventions

- Readjusting the Literacy intervention now that we have a second paraeducator
- Tutoring based on data. Orientation January 12th.
- I-WIN/AP+. Second orientation.
- One pager is almost completed.

➤ Assessments

- Data informed decision making, formalizing processes, interrelations, and communication, goals resulting from MTSS conversations.
- Proposal of offering a data dive for teachers.
- Eureka Math implementation walkthrough tool.

❖ **EL Coordinator Report:**

❖ Please vote tonight on the proposal for Revision of Reclassifications Criteria:

- [Slides](#)
- [One-Pager](#)

❖ Summative ELPAC testing

- 271 students to assess in TK-8th Grades
- Group testing will begin on February 7th for 6th-8th grades and testing will continue into April/May
- Many new test examiners have been recruited from the KEDS staff and trainings are under way

LCAP Goal 3: *All OCEAA students create complex, authentic work that demonstrates a high level of craftsmanship.*

❖ **Dual Language Immersion Curriculum & Instruction Coordinator Update:**

- During 1/5/23 training on High-Quality Work, grade-level teams self-assessed their progress in planning their Case Studies and identified next steps in planning
- Fieldwork and experts are scheduled for Kindergarten-6th grade Case Studies to take part in February or March (Core Practice 7)

LCAP Goal 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.*

❖ **School Culture and Character Coordinator update:**

- Crew Theory of Action will lead OCEAA's school character and culture work for the school year
 - TK - 8 crew scope and sequence included lessons specific to supporting students with preparation for student led conferences
 - Currently planning Crew lessons around boundaries and consent
 - Possible resources: SecondStep and Planned Parenthood
 - Created Crew lessons using the EL Education Crew Pilot Lessons to help the 8th grade cohort with teacher change
- Restorative Circles - 8
- Behavior SST - 3 SST's, 1 exited, 1 will continue, 1 just began
- Teacher Support for Behavior Concerns: 6 teachers
- Training Opportunities
 - Crew and De-escalation Strategies and Practices offered 1.06.23 to all teaching staff, playground staff, and KEDS staff
 - Great response from staff and a follow-up PD was highly requested
 - Next PD to include more staff to continue to foster a greater sense of Crew
- Panorama Survey
 - Second survey for TK -2 completed
 - Grades 3 - 8 will take second survey after winter break

- January 16 - 20
- Habits of Character Recognitions: scheduled for March 10th
- Student Leadership Team
 - Students continue to lead assemblies
 - Students supported with Winterfest

LCAP Goal 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.

❖ **School Culture and Character Coordinator update:**

- Program offerings -
 - 227 students served during our celebration of toys.
 - Museum of Tolerance Field Work for Middle School Crew
 - Digital Literacy Night

❖ **EL Coordinator Report:**

- Next ELAC Meeting on February 9, 2023
 - We will introduce the Needs Assessment survey and the reclassification criteria

❖ **Counseling Corner**

- 8th grade one-on-one meetings.
- 8th grade students visits to high schools

Attendance

Orange County Educational Arts Academy
08/10/2022 to 10/12/2022 = 44 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
-1	0	22	0	0	22	968	0	0	72.00	877.00	19.93	90.60%
0	1	90	1	3	88	3960	0	91	335.00	3324.00	75.55	85.91%
Subtotal	1	112	1	3	110	4928	0	91	407.00	4201.00	95.48	86.85%
1	0	77	0	1	76	3388	0	62	189.00	3009.00	68.39	90.47%
2	0	82	0	0	82	3608	0	0	169.00	3275.00	74.43	90.77%
3	0	72	0	0	72	3168	0	17	159.00	2783.00	63.25	88.32%
Subtotal	0	231	0	1	230	10164	0	79	517.00	9067.00	206.07	89.91%
4	0	74	0	0	74	3256	0	0	150.00	2946.00	66.95	90.48%
5	0	75	0	2	73	3300	0	84	111.00	2969.00	67.48	92.32%
6	0	62	0	1	61	2728	0	35	130.00	2443.00	55.52	90.72%
Subtotal	0	211	0	3	208	9284	0	119	391.00	8358.00	189.95	91.19%
7	0	35	0	0	35	1540	0	0	100.00	1340.00	30.45	87.01%
8	0	30	0	0	30	1320	0	0	81.00	1136.00	25.82	86.06%
Subtotal	0	65	0	0	65	2860	0	0	181.00	2476.00	56.27	86.57%
Grand Total	1	619	1	7	613	27236	0	289	1496.00	24102.00	547.77	89.44%

August/September/ October attendance rate is 89.44%

OCEAA 22-23 Acedemic Calendar Options

Scenario #1 with Veteran's Day and 11 months for teachers

	S	S	M	T	W	H	F	S	S	M	T	W	H	F	S	S	M	T	W	H	F	S	S	M	T	W	H	F	Students	Teachers	pd/work day	Modified	Full							
July	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		1	1						
August				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	17	23	6	4	13	
September							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	19	20	1	4	15
October	30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	21	22	1	4	17			
November				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	12/1	15	16	1	4	11	
December	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						11	11	0	2	9
January			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	17	19	2	4	13		
February						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	3/1	19	19	0	4	15
March	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						19	21	2	4	15
April			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	16	17	1	3	13			
May				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	21	23	2	6	15	
June	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	0	0	0	0	0	175	192	17	39	136

New Staff Orientation Days	3
Professional Development -Non-Student	15
Prep Days	2
Full Instructional Days	136
Modified Days	39
Holidays	9
Vacation	22
End of Trimesters	
T1= 59, T2= 61, T3= 55	
First/Last Days of School	

Scenario #2 with PD days 9/15, 10/6, 10/27

	S	S	M	T	W	H	F	S	S	M	T	W	H	F	S	S	M	T	W	H	F	S	S	M	T	W	H	F	Students	Teachers	pd/work day	Modified	Full							
July	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		1	1						
August				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	17	23	6	4	13	
September							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	19	20	1	4	15
October	30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	20	22	2	4	16			
November				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	12/1	16	16	0	4	12	
December	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						11	11	0	2	9
January			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	17	19	2	4	13		
February						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	3/1	19	19	0	4	15
March	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						19	21	2	4	15
April			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	16	17	1	3	13			
May				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	21	23	2	6	15	
June	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	0	0	0	0	0	175	192	17	39	136

Scenario #3 with PD day 11/1

	S	S	M	T	W	H	F	S	S	M	T	W	H	F	S	S	M	T	W	H	F	S	S	M	T	W	H	F	Students	Teachers	pd/work day	Modified	Full							
July	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		1	1						
August				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	17	23	6	4	13	
September							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	19	20	1	4	15
October	30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	21	22	1	4	17			
November				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	12/1	15	16	1	3	12	
December	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						11	11	0	2	9
January			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	17	19	2	4	13		
February						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	3/1	19	19	0	4	15
March	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						19	21	2	4	15
April			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	16	17	1	3	13			
May				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	21	23	2	6	15	
June	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	0	0	0	0	0	175	192	17	39	136

Draft 1 - OCEAA Calendario Familia / Family Calendar

Favor de revisar el calendario en nuestro sitio web para obtener la información más actualizada.
Please see the calendar on our website for the most up-to-date information.

2023-24

www.oceaa.org

July 2023						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
7/26-7/27 Registro de Regreso a clases / Back to School Registration						

August 2023						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
8/9 Primer día de clases / First day of school. 17						

September 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
9/4 Observación del Día del trabajo/Labor Day 19						
9/22 No hay clases / No classes						

October 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				21
10/20 No hay clases / No classes						

November 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		15
11/3 No hay clases / No classes						
11/10 Días de los veteranos / Veteran's Day						
11/20-11/24 Vacaciones del Día de acción de gracias / Thanksgiving Holiday						

December 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
12/18 - 1/5 Vacaciones de invierno / Winter Holiday. 11						

January 2024						
S	M	T	W	T	F	S
12/31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			17
1/8 Reanudan las clases / Classes resume						
1/15 Día conmemorando a MLK / MLK Holiday						

February 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		19
2/16 & 2/19 Días de los presidentes / Presidents' Holidays						

March 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
3/3 No hay clases / No classes. 19						
3/29 No hay clases / No classes						

April 2024						
S	M	T	W	T	F	S
3/31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			16
4/1-4/5 Vacaciones de primavera/Spring Break						
4/26 No hay clases / No classes						

May 2024						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	21
5/27-Día Conmemorativo / Memorial Holiday						
5/29-Último día de clases / Last Day of School						

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Draft 2 - OCEAA Calendario Familia / Family Calendar

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Please see the calendar on our website for the most up-to-date information.

2023-24

www.oceaa.org

July 2023						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
7/26-7/27 Registro de Regreso a clases / Back to School Registration						

August 2023						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
8/9 Primer día de clases / First day of school. 17						

September 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
9/4 Observación del Día del trabajo/Labor Day 19						
9/15 No hay clases / No classes						

October 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				20
10/6 & 27 No hay clases / No classes						

November 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		16
11/10 Días de los veteranos / Veteran's Day						
11/20-11/24 Vacaciones del Día de acción de gracias / Thanksgiving Holiday						

December 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
12/18 - 1/5 Vacaciones de invierno / Winter Holiday. 11						

January 2024						
S	M	T	W	T	F	S
12/31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			17
1/8 Reanudan las clases / Classes resume						
1/15 Día conmemorando a MLK / MLK Holiday						

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				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		19
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30	31					
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STAR DATA 2022-23

Beginning of year and Trimester 1



STAR MATH DATA

BEGINNING OF THE YEAR

Math

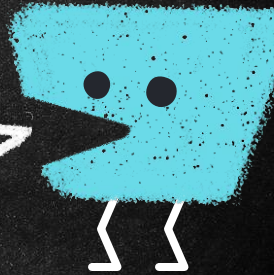
- Grades 2nd - 8th grades
- Dates administered varied due to device rollout



END OF TRIMESTER 1

Math

- Grades 1st - 8th grades
- 3rd grade was administered after T1



1ST GRADE

Benchmark	BOY	End of T1
At/Above		89%
Below		9%
Far Below		2%

*63 students tested of the 77 students

2ND GRADE

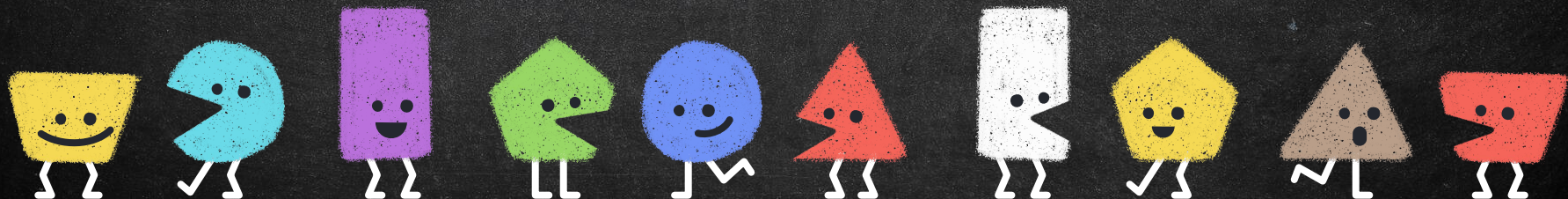
Benchmark	BOY	End of T1
At/Above	77%	78%
Below	23%	20%
Far Below		2%

*78/82 students tested
*55/82 students tested

3RD GRADE

Benchmark	BOY	End of T1
At/Above	81%	80%
Below	17%	14%
Far Below	2%	6%

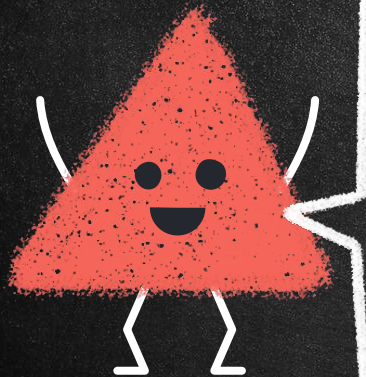
*64/72 students tested



4TH GRADE

Benchmark	BOY	End of T1
At/Above	46%	46%
Below	33%	42%
Far Below	21%	12%

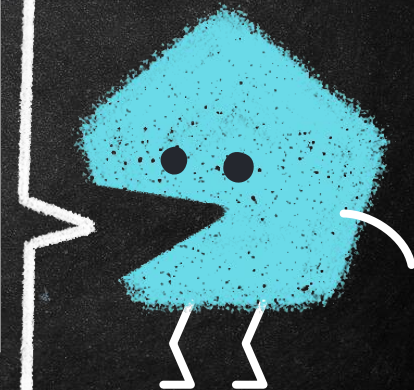
*70/74 students tested
*All 74 students tested



5TH GRADE

Benchmark	BOY	End of T1
At/Above	41%	56%
Below	41%	28%
Far Below	17%	17%

*70/73 students tested
*66/73 students tested



Let's start with the first set of slides

LA SECUNDARIA

6TH GRADE

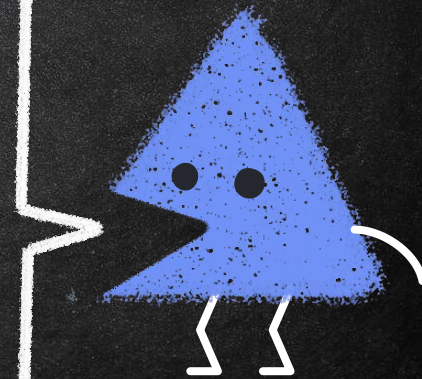
Benchmark	BOY	End of T1
At/Above	34%	54%
Below	37%	34%
Far Below	28%	13%
BOY All 61 students tested T1 56/61 students tested		

7TH GRADE

Benchmark	BOY	End of T1
At/Above	46%	60%
Below	47%	30%
Far Below	7%	10%
BOY 28/36 students tested T1 30/36 students tested		

8TH GRADE

Benchmark	BOY	End of T1
At/Above	29%	47%
Below	46%	44%
Far Below	25%	10%
BOY 28/30 students tested T1 All students tested		



Star Spanish Data

*Beginning of year
and
Trimester 1*



1st grade

Benchmark	BOY	End of T1
At/Above		63%
Below		34%
Far Below		4%
T1 48/77 students tested		

2nd grade

Benchmark	BOY	End of T1
At/Above	59%	44%
Below	28%	34%
Far Below	13%	22%
BOY 75/82 students tested *27/82 students tested		

3rd grade

Benchmark	BOY	End of T1
At/Above	61%	60%
Below	31%	33%
Far Below	8%	7%
BOY 62/72 students tested T1 63/72 students tested		



4th grade

Benchmark	BOY	End of T1
At/Above	51%	56%
Below	41%	37%
Far Below	8%	7%

BOY 73/74 students tested
T1 70/74 students tested

5th grade

Benchmark	BOY	End of T1
At/Above	55%	53%
Below	42%	42%
Far Below	3%	6%

BOY 71/72 students tested
T1 70/73 students tested



6th grade

Benchmark	BOY	End of T1
At/Above	45%	61%
Below	41%	31%
Far Below	13%	8%

BOY 60/61 students tested
T1 59/61 students tested

7th grade

Benchmark	BOY	End of T1
At/Above	56%	67%
Below	33%	27%
Far Below	12%	6%

BOY 34/36 students tested
T1 33/36 students tested

8th grade

Benchmark	BOY	End of T1
At/Above	53%	52%
Below	40%	41%
Far Below	7%	7%

BOY All 30 students tested
T1 29/30 students tested



Star English Data

*Beginning of year
and
Trimester 1*



3rd grade

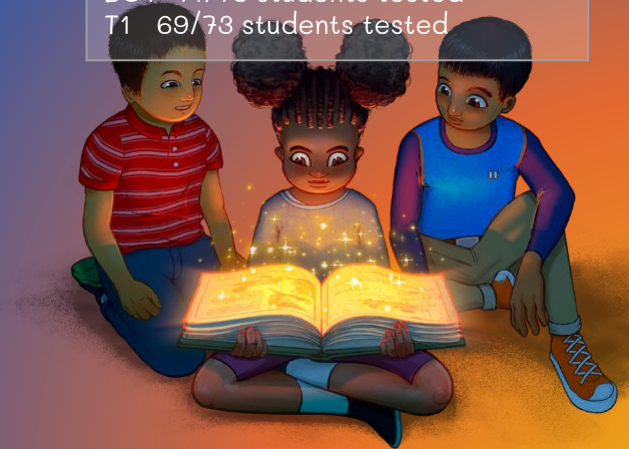
Benchmark	BOY	End of T1
At/Above	55%	45%
Below	30%	29%
Far Below	15%	26%
BOY 62/72 students tested T1 66/72 students tested		

4th grade

Benchmark	BOY	End of T1
At/Above	35%	42%
Below	38%	37%
Far Below	27%	21%
BOY All 74 students tested T1 73/74 students tested		

5th grade

Benchmark	BOY	End of T1
At/Above	45%	45%
Below	36%	37%
Far Below	18%	17%
BOY 71/73 students tested T1 69/73 students tested		



6th grade

Benchmark	BOY	End of T1
At/Above	27%	36%
Below	39%	34%
Far Below	34%	29%

BOY 56/61 students tested
T1 55/61 students tested

7th grade

Benchmark	BOY	End of T1
At/Above	37%	28%
Below	54%	52%
Far Below	10%	21%

BOY 30/36 students tested
T1 29/36 students tested

8th grade

Benchmark	BOY	End of T1
At/Above	41%	46%
Below	31%	30%
Far Below	28%	25%

BOY 29/30 students tested
T1 24/30 students tested





Financials through Dec 31, 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 Dec 31, 2022, compared against our board-approved budget on February 8, 2023, based on 606 students enrolled and 533.3 ADA.

YTD Revenues Through **Dec 31, 2022**, are **\$3,932,856**

YTD Expenses Through **Dec 31, 2022**, are **\$5,045,185**

Therefore, net income is **(\$1,112,329)**

Balance Sheet:

As of Dec 31, 2022, we had total cash of \$2,459,445, short-term liabilities of \$1,874,958, and long-term liabilities of \$1,677,264. The ending fund balance is \$745,345.

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.

Cash Ratio

Ability to meet short-term obligations with cash



Current:	Target:
131.2 %	> 100.0 %

Formula:
(Cash) / (Current Liabilities)

Defensive Interval

Months of continued operation without incoming funds



Current:	Target:
3.9	> 3 months

Formula:
(Cash + Securities + AR)/(Average Expenses for Past 12 Months)

Current Ratio (Liquidity)

Ability to pay short-term obligations




Current:	Target:
1.9	> 1.0

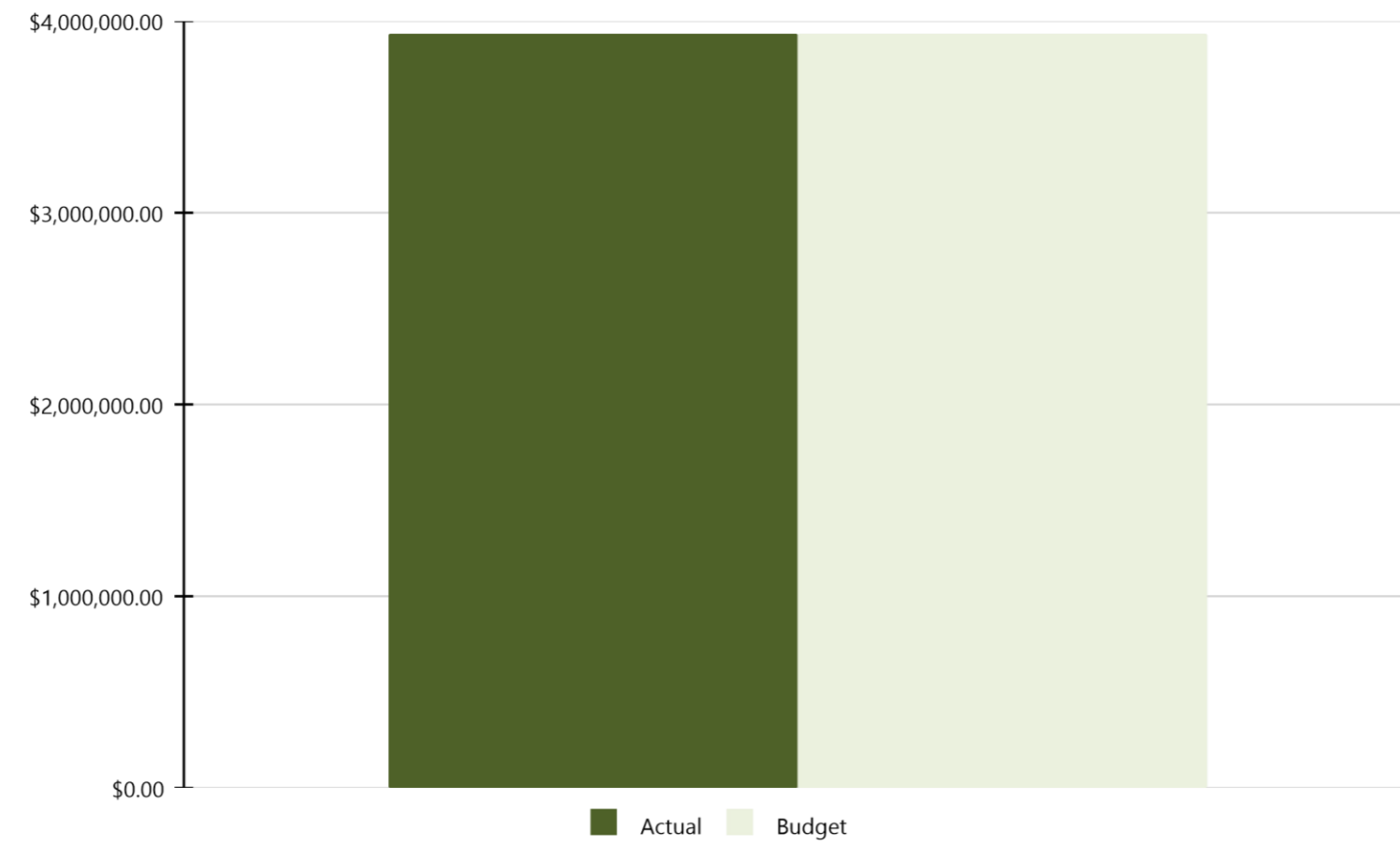
Formula:
(Current Assets) / (Current Liabilities)

Orange County Educational Arts Academy Financial Snapshot

FY 2022-2023, July - December

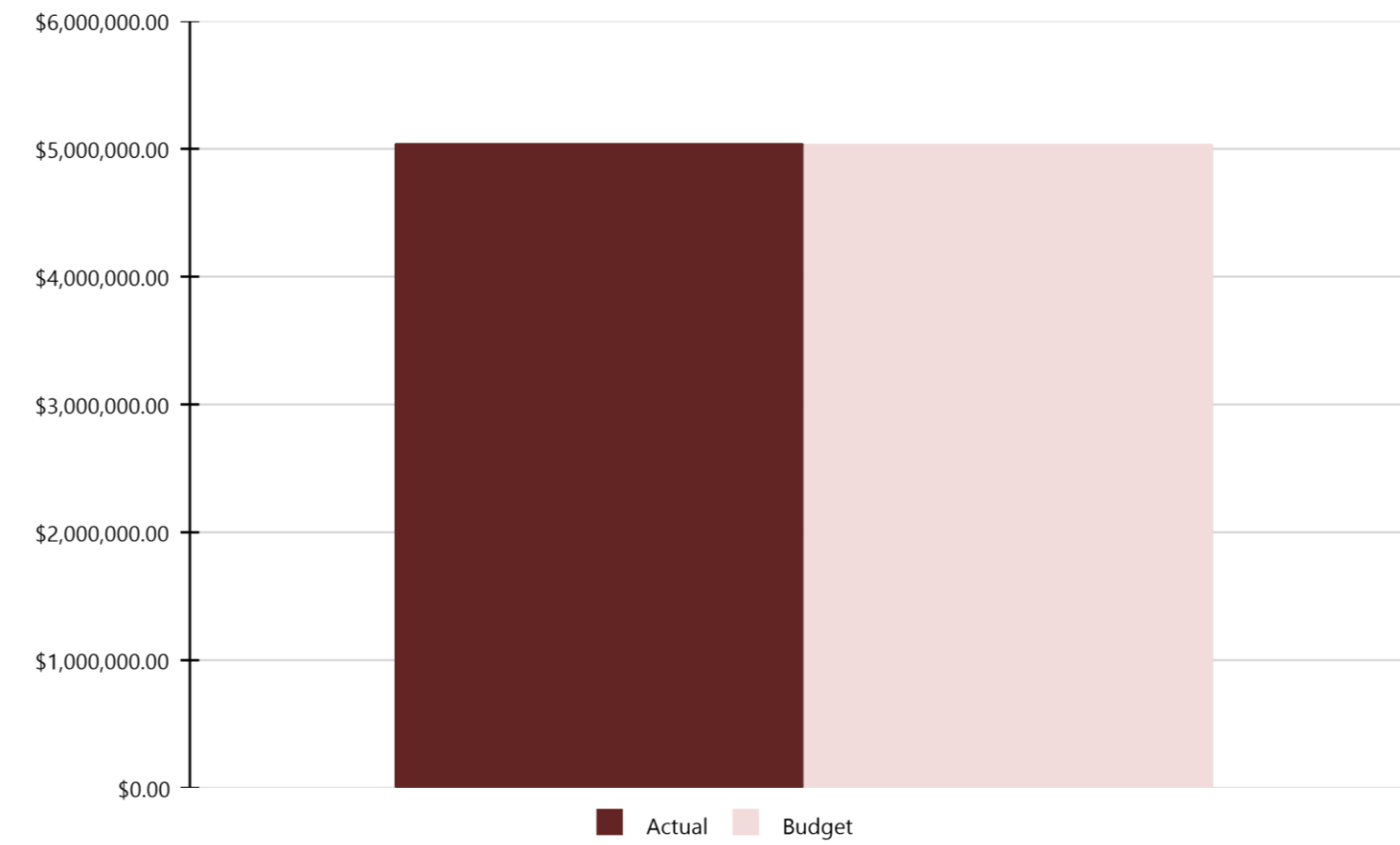
Cash Balance
 **\$2,459,445**

Revenue to Date



Revenue Summary	
Actual	\$3,932,856
Budget	\$3,932,856
Actual to Budget	0.0 %

Expense to Date



Expense Summary	
Actual	\$5,045,185
Budget	\$5,038,305
Actual to Budget	0.1 %

Actual to Budget Summary

FY 2022-2023, July - December

Account Description	July - Last Closed			Total Budget	2022-2023	
	Actual	Budget	Variance \$		Actual to Total Budget %	Remaining Budget
LCFF	\$2,925,551	\$2,925,551	-	\$6,793,859	43.1 %	\$3,868,308
Federal Revenue	\$198,296	\$198,296	-	\$1,044,634	19.0 %	\$846,338
Other State Revenue	\$393,115	\$393,115	-	\$1,763,456	22.3 %	\$1,370,341
Local Revenue	\$415,894	\$415,894	-	\$862,448	48.2 %	\$446,554
Total Revenue	\$3,932,856	\$3,932,856	-	\$10,464,397	37.6 %	\$6,531,541
Certificated Salaries	\$1,359,463	\$1,359,463	-	\$2,969,558	45.8 %	\$1,610,095
Classified Salaries	\$874,362	\$874,362	-	\$1,884,235	46.4 %	\$1,009,873
Employee Benefits	\$781,774	\$774,894	(\$6,880)	\$1,720,852	45.4 %	\$939,078
Total Personnel Expenses	\$3,015,599	\$3,008,719	(\$6,880)	\$6,574,645	45.9 %	\$3,559,046
Books and Supplies	\$463,023	\$463,023	-	\$733,409	63.1 %	\$270,386
Services & Other Operating Expenses	\$1,453,617	\$1,453,617	-	\$2,857,025	50.9 %	\$1,403,408
Capital Outlay	\$96,002	\$96,002	-	\$198,141	48.5 %	\$102,139
Other Outgo	\$16,943	\$16,943	-	\$41,935	40.4 %	\$24,992
Total Operational Expenses	\$2,029,585	\$2,029,585	-	\$3,830,510	53.0 %	\$1,800,925
Total Expenses	\$5,045,185	\$5,038,305	(\$6,880)	\$10,405,155	48.5 %	\$5,359,971
Net Income	(\$1,112,329)	(\$1,105,449)	(\$6,880)	\$59,242	-1,877.6 %	\$1,171,570

Revenue
\$3,932,856

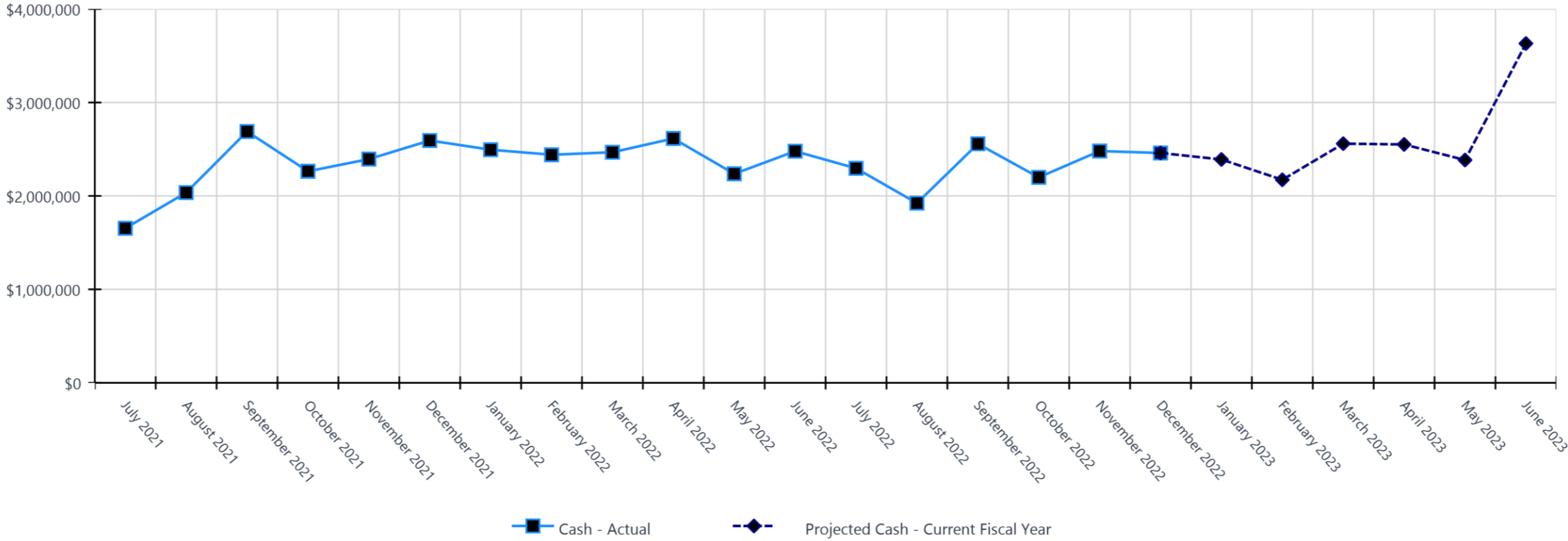
Expenses
\$5,045,185

Surplus / (Deficit)
(\$1,112,329)

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.

Monthly Cash Balance Over Time

Current fiscal year and prior year



	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	\$2,236,468.98	Actual
June 2022	\$2,478,470.80	Actual

	Cash Amount	Actual or Projected
July 2022	\$2,295,551.56	Actual
August 2022	\$1,922,918.11	Actual
September 2022	\$2,557,782.24	Actual
October 2022	\$2,198,569.21	Actual
November 2022	\$2,480,310.93	Actual
December 2022	\$2,459,445.28	Actual
January 2023	\$2,390,401.00	Projected
February 2023	\$2,172,670.00	Projected
March 2023	\$2,559,474.00	Projected
April 2023	\$2,551,074.00	Projected
May 2023	\$2,384,154.00	Projected
June 2023	\$3,631,016.00	Projected

CSMC Charter School Support Team



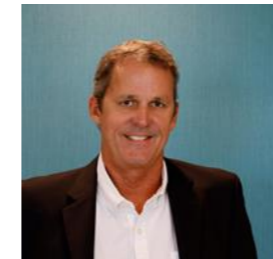
Executive VP of Client Services
Tom Nichols
tnichols@csmc.com



Regional SBM Director
Scott Warner
swarner@csmc.com



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Looking Ahead

2/9/2023	CSMC Workshop: State and Federal programs compliance
2/13/2023	Mid-Month: ASES applications for next year due
2/15/2023	Property tax exemption requests due
2/16/2023	CSMC Virtual Office Hours, open to all CSMC clients
2/22/2023	CSMC Webinar
3/8/2023	CSMC Regional Office Hours
3/15/2023	Second Interim Financial Report state deadline, authorizers may require earlier
3/18/2023	Varies: Special education MOE pre-test; timing and steps vary by SELPA
3/28/2023	ESSER and GEER Annual Report due
3/29/2023	CSMC Webinar
3/31/2023	Winter Consolidated Application / CARS report possibly due
4/1/2023	Audit firm selection
	Form 700
4/15/2023	CARES, ESSER, ESSER II, ESSER III, ELOG, ARP expenditure report
4/18/2023	Varies: Special education MOE pre-test; timing and steps vary by SELPA
4/19/2023	CSMC Regional Office Hours
4/22/2023	Varies: Special education federal and level 3 reports; timing and steps vary by SELPA
4/30/2023	Federal Cash Management Data Collection (CMDC)
	ASES attendance and expenditure reports

Looking Ahead

5/1/2023	May Board Meeting: Recommended public hearing for preliminary budget and LCAP
5/2/2023	Varies: Special education low incidence reimbursement; timing and steps vary by SELPA
5/3/2023	CSMC Webinar



HELPING THE EDUCATION MOVEMENT SUCCEED ONE SCHOOL AT A TIME

POWERED BY:



Charter Vision

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Temecula, Ca 92590

Orange County Educational Arts Academy
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School
Year
California Department of Education

Address: 825 North Broadway
 Santa Ana, CA , 92701-3423

Principal: Dr. Pedro Llorente

Phone: 714-558-2787

Grade Span:

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

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

DataQuest

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

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Dr. Pedro Llorente
 Principal, Orange County Educational Arts Academy

About Our School

Contact

Orange County Educational Arts Academy
 825 North Broadway
 Santa Ana, CA 92701-3423

Phone: [714-558-2787](tel:714-558-2787)
 Email: info@oceaa.org

Contact Information (School Year 2022-23)

District Contact Information (School Year 2022-23)

District Name	Santa Ana Unified
Phone Number	
Superintendent	Almendarez, Jerry
Email Address	jerry.almendarez@sa.usd.us
Website	www.oceaa.org

School Contact Information (School Year 2022-23)

School Name	Orange County Educational Arts Academy
Street	825 North Broadway
City, State, Zip	Santa Ana, CA , 92701-3423
Phone Number	714-558-2787
Principal	Dr. Pedro Llorente
Email Address	kkelty@oceaa.org
Website	www.oceaa.org
County-District-School (CDS) Code	30666700109066

Last updated: 1/31/23

School Description and Mission Statement (School Year 2022–23)**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. OCEAA serves a student population that is 94.2% Hispanic/Latino, 3.9% White, 1% Two or More Races, and less than 1% each of other identified federal categories. As a percentage of total enrollment, OCEAA students are: 68% Socioeconomically Disadvantaged, 47.3% English Learners, 7.7% Students with Disabilities, and 0.0% Foster Youth (2018-19 SARC)

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.

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:

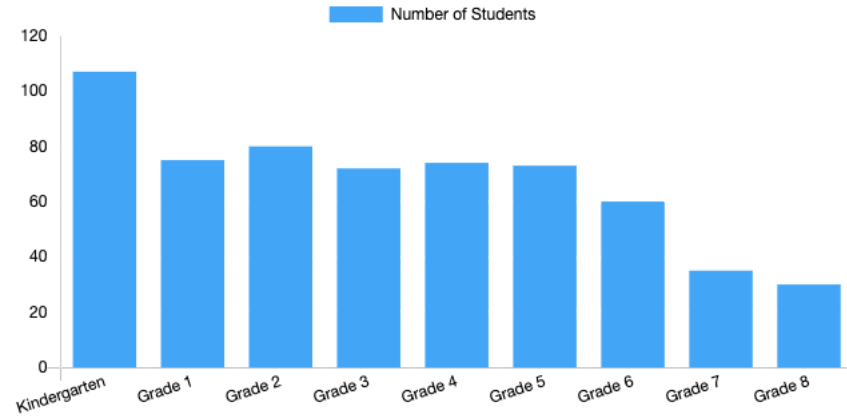
School Accountability Report Card

- 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.

Last updated: 1/30/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	107
Grade 1	75
Grade 2	80
Grade 3	72
Grade 4	74
Grade 5	73
Grade 6	60
Grade 7	35
Grade 8	30
Total Enrollment	606



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/30/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	48.90%
Male	51.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.20%
Black or African American	0.00%
Filipino	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	45.70%
Foster Youth	0.00%
Homeless	2.90%
Migrant	0.00%
Socioeconomically Disadvantaged	67.30%
Students with Disabilities	9.10%

Student Group	Percent of Total Enrollment
Hispanic or Latino	94.80%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	0.80%
White	3.70%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.10	72.02	1683.40	86.66	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.41	7.30	0.38	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.00	23.88	56.10	2.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	17.70	0.91	12115.80	4.41
Unknown	0.20	0.68	177.80	9.16	18854.30	6.86
Total Teaching Positions	29.30	100.00	1942.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/30/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject						

School Accountability Report Card

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/30/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	1.00	
Misassignments	6.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	7.00	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020-21 Percent	2021-22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.10	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.20	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> Benchmark Adelante Spanish Literacy (2017) TK-4th EngageNY TK-3rd EL Education ELA Modules for 3rd-8th 	Yes	0%
Mathematics	Eureka Math (TK-3rd) (2019) Eureka Math Squared (4th-8th) (2022)	Yes	0%
Science	STEMScopes (2018)	Yes	0%
History-Social Science	<ul style="list-style-type: none"> TCI History Alive, Adopted 2021 (TK-8th) The DBQ Project, Adopted 2013 (6th-8th) 	Yes	0%
Foreign Language	Benchmark Adelante Spanish Literacy (TK-4th) Trade novels (5th-8th)	Yes	0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/30/23

School Facility Conditions and Planned Improvements

General

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

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

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

The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site.

The building has enough classrooms and teaching and learning space for the activities we provide. We have one full-time facilities manager that manages the cleaning, minor repairs, and general preventative maintenance on a daily basis. We also three custodial staff members that do daily cleaning and maintenance.

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

Layout

OCEAA has 29 classrooms, one library/multiple use location, one dance room, one music room, a staff lounge, and support rooms for copier, RSP, speech, psychologist, Literacy Specialist, Arts Coordinator, Technology Director, business offices, health aide office and storage. It also has a fully functional kitchen and dining hall. The dining hall also serves as a multipurpose room for school functions.

Cleaning, Maintenance, and Repair:

Custodial duties are completed in 3 shifts that conduct cleaning and maintenance activities. Regular meetings are held with the administration, the Facilities team ensures that cleaning and maintenance is conducted on time and in the least invasive way possible. The Facilities manager is qualified to conduct minor repairs to plumbing, electrical, and other site systems. As needed, OCEAA calls upon a number of local contractors who provide additional repair and construction services.

Other minor repairs and improvements included:

- Repair of performance arts stage
- Installation of new floors
- Repainted interior facilities over the summer
- New carpeting installed in some classrooms and common areas
- General Repairs & Maintenance to HVAC, including Forced Air Unit Motors, Fan Blades and Thermostat
- Replacements Repairs to kitchen sink plumbing/ ice machine
- Replacement of new student refrigerators, water heater and kitchen sink
- Landscaping services conducted
- Landlord on OCEAA's Annex building replaced roof, main building had repair work done
- Ceiling tiles replaced
- Flooding issues addressed
- Plumbing issues addressed

School Accountability Report Card

- Prop 39: 4 new HVAC systems and exterior lighting installed and added 3 more units in Dec 2020 and plan to replace other units in near future
- Rekeyed a few doors for safety concerns
- Install new remote opening doors for safety
- Pest control services
- Brought in contractor to fix oven thermostat
- Added UV protection film to exterior windows
- Added wireless access points to each classroom to ensure connectivity is strong
- Added Promethean board technology to each classroom
- Added UC/ Air Purifier carts to each classroom
- The lobby, cafeteria and playground at the main building have been modernized

Modernization Projects

- Need to review elevator for any additional upgrades
- Have resurfaced or replacement new roofs on both buildings
- Looking at different ways on how to enhance our library for easier access
- Renovated for additional staff restrooms to ensure equal access to restrooms
- Plan to take an audit on facilities to find ways to continue to enhance the facilities

Last updated: 1/30/23

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: December 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	

School Accountability Report Card

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	There is one room that continues to have issues with rain, otherwise everything else is going well.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	OCEAA is working on replacing hardware to doors to ensure they are as safe as possible.

Overall Facility Rate

Year and month of the most recent FIT report: December 2022

Overall Rating	Good
----------------	------

Last updated: 1/30/23

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 - Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 - California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	41%	N/A	31%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	27%	N/A	19%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values

School Accountability Report Card

because these data are not comparable to 2021–22 data.

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

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

Last updated: 1/30/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	335	326	97.31	2.69	40.92
Female	164	159	96.95	3.05	45.28
Male	171	167	97.66	2.34	36.75
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	320	314	98.13	1.87	38.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	141	138	97.87	2.13	18.98
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	232	226	97.41	2.59	34.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	33	89.19	10.81	0.00

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

School Accountability Report Card

students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/30/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	335	326	97.31	2.69	27.08
Female	164	159	96.95	3.05	25.32
Male	171	167	97.66	2.34	28.74
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	320	314	98.13	1.87	27.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	141	138	97.87	2.13	15.94
Foster Youth	0	0	0	0	0
Homeless				0.00	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	232	226	97.41	2.59	24.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	33	89.19	10.81	3.03

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

School Accountability Report Card

number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/30/23

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2022–23)

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

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

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

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

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

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

- Advising in the development and implementation of the school site plan for services and programs for English learners

- Reviewing the school's language census report and academic achievement results
- Helping make parents aware of the importance of regular school attendance

4. Coffee Chats

What began as a way to address communication with families regarding emergency orders surrounding the pandemic and the move to virtual learning has become a staple for school to parent communication and involvement. The Executive Director and School Director engage parents monthly with ongoing program updates and discussions in a hybrid format.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	614	606	165	27.2
Female	300	298	82	27.5
Male	314	308	83	26.9
American Indian or Alaska Native	0	0	0	0.0
Asian	3	2	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	580	573	164	28.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	5	5	1	20.0
White	25	25	0	0.0
English Learners	281	277	86	31.0
Foster Youth	0	0	0	0.0
Homeless	17	17	3	17.6
Socioeconomically Disadvantaged	412	408	124	30.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	71	71	20	28.2

Last updated: 1/30/23

State Priority: School Climate

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

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

Suspensions and Expulsions for School Year 2019–20 Only
 (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.16%	2.24%	2.45%
Expulsions	0.00%	0.04%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.81%	0.02%	3.55%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.03%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/30/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.81	0.00
Female	1.00	0.00
Male	0.64	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.69	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.00	0.00
English Learners	0.71	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.49	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.41	0.00

Last updated: 1/30/23

School Safety Plan (School Year 2022–23)

OCEAA's Safety Plan can be found on the website at OCEAA.org or:

<https://oceaa.org/wp-content/uploads/2021/10/Updated-Board-Approved-OCEAA-2021-Comprehensive-Safety-Plan.pdf>

The plan was reviewed with Education partners and board adopted on April 14, 2021

Last updated: 1/30/23

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	2	4	
1	22.00		4	
2	20.00	4		
3	26.00		3	
4	34.00			1
5	32.00		2	
6	30.00		12	
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00	1	8	
1	21.00	1	7	
2	20.00	8		
3	26.00		3	
4	25.00		3	
5	31.00		1	
6	29.00		2	
Other**	32.00		1	

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2021-22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	5		
1	18.00	4		
2	18.00	4		
3	24.00		3	
4	24.00		3	
5	22.00		3	
6	27.00		2	
Other**				

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019-20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	4		
Mathematics	20.00	4		
Science	20.00	4		
Social Science	20.00	4		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020-21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19.00	4		

School Accountability Report Card

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
Mathematics	19.00	4		
Science	19.00	4		
Social Science	19.00	4		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	17.00	4		
Mathematics	17.00	4		
Science	17.00	4		
Social Science	17.00	4		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/31/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	593.00

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

Last updated: 1/30/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	0.00

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

Last updated: 1/30/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13809.82	\$7090.39	\$6719.43	\$72855.00
District	N/A	N/A	\$7279.00	\$99342.00
Percent Difference – School Site and District	N/A	N/A	--	--

School Accountability Report Card

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

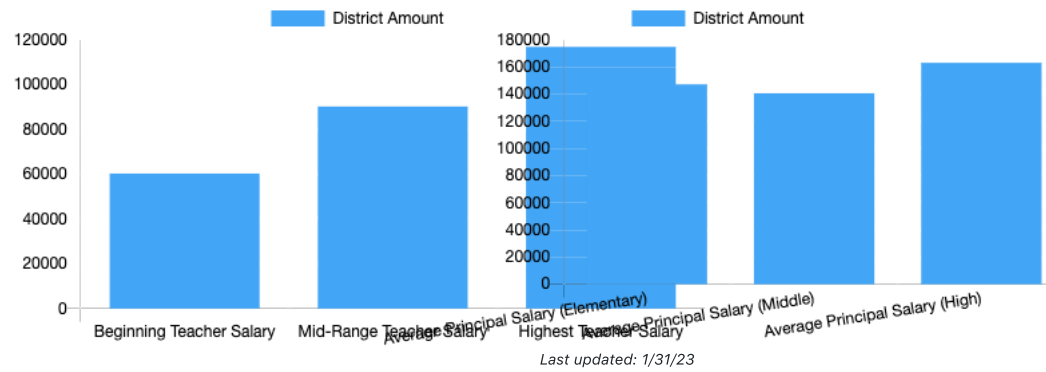
Last updated: 1/31/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$60304.00	\$51080.95
Mid-Range Teacher Salary	\$90222.00	\$77514.16
Highest Teacher Salary	\$116846.00	\$105763.62
Average Principal Salary (Elementary)	\$147227.00	\$133420.78
Average Principal Salary (Middle)	\$140656.00	\$138593.75
Average Principal Salary (High)	\$163083.00	\$153391.60
Superintendent Salary	\$350000.00	\$298376.74
Percent of Budget for Teacher Salaries	32.54%	31.60%
Percent of Budget for Administrative Salaries	4.16%	4.97%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

School Accountability Report Card



Professional Development

Measure	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	13

Last updated: 1/30/23



YOUNG, MINNEY & CORR, LLP



Orange County Educational Arts Academy Brown Act and Conflict of Interest Training

Presented by: Jason J. Rudolph, Esq.
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Understanding the Brown Act

Overview: 6 Questions

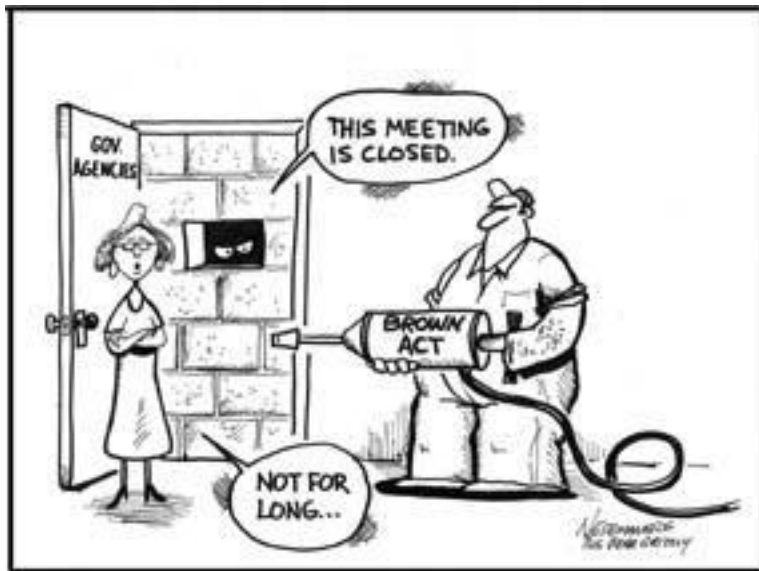


1. What is the purpose of the Brown Act?
2. What is a meeting?
3. What are the notice and agenda requirements?
4. What are the public's rights?
5. What are the permissible closed session topics?
6. What are the penalties and remedies for violating the Act?

1. What is the Purpose of the Act?



A. To Foster Broad Public Access



“ . . . The people of this State do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created.”

1. What is the Purpose of the Act?



How Does the Brown Act Accomplish Its Purpose?

- Public is given notice of meetings
 - Agenda posting requirements
- Meetings must be open to the public
 - Confidentiality is limited
 - Closed sessions must be statutorily authorized
- Transparency does not mean chaos
 - Meetings are held in public, not controlled by the public.
- Charter School can set more stringent requirements that foster greater access and participation (e.g., longer posting periods), but Charter School cannot do less than the law requires. Check charter, Bylaws and MOUs to see if your requirements are more stringent.

2. What is a Meeting?



A. Basic Definition:

When any congregation of a majority of the members of the body meet to hear, discuss, deliberate, or take action on any item of Charter School business.

2. What is a Meeting?



B. Exceptions to definition of meeting:

- Attendance of majority at public conferences of general interest
- Attendance of majority at another body's public meeting
- Attendance of majority at purely social or ceremonial gatherings

**SO LONG AS SCHOOL BUSINESS
IS NOT DISCUSSED!**

2. What is a Meeting?



C. Brown Act Committees

As a general rule, all committees must follow the Brown Act

Committees

- Permanent or temporary
- Decision-making or advisory
- Created by charter, ordinance, resolution, or a Board's formal action

A standing committee must comply with the Brown Act even if it is an advisory committee composed solely of the members of the Board who are less than a quorum.

Standing Committees

- A committee is a standing committee if it:
 - Has continuing subject matter jurisdiction; or
 - Has a meeting schedule fixed by charter, ordinance, resolution, or a Board's formal action
- Brown Act applies regardless of whether the standing committee is:
 - Composed solely of Board members or not
 - Less than a quorum of Board members or not
- Examples: Budget Committee; Facilities Committee; etc.

Non-Brown Act Committees

There is one exception for certain advisory committees that are not subject to the Brown Act. The advisory committee must be composed solely of the members of the Board that are less than a quorum, and must not be a standing committee.

Certain Advisory Committees

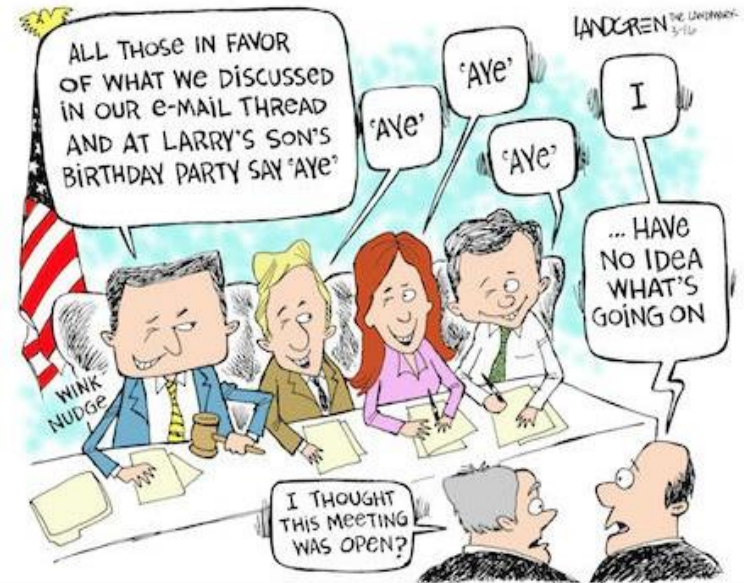
- Must be advisory, not decision-making
- Must be composed solely of the members of the Board
- Must be less than a quorum of the Board
- Must not be a standing committee

2. What is a Meeting?



D. Serial Meetings Are Prohibited

- A majority of the members
- Outside a meeting
- Use a series of communications of any kind, directly or through intermediaries
- To discuss, deliberate, or take action on
- Any item of Charter School business that is within the subject matter jurisdiction of the Board.



2. What is a Meeting?



E. Limit On Unilateral Communications

While an employee or official may engage in separate conversations or communications outside of a meeting with other members of the body in order to answer questions or provide information regarding a matter of Charter School business, that person may not communicate to members of the Board the comments or position of any other member or members of the Board.

2. What is a Meeting?



F. Basic Requirements if Any Board Member Participates by Telephone

1. All votes taken shall be by roll call.
2. Agenda must be posted at all teleconference locations.
3. Each teleconference location shall be identified in the notice and agenda of the meeting.
4. Each teleconference location shall be accessible to the public.

2. What is a Meeting?



5. Members of the public shall have the right to address the board directly at each teleconference location.
6. A Quorum of the Board must participate from within the School's "jurisdiction."



2. What is a Meeting?



Traditional teleconference rules for OCEAA (SB 126 (2019; Education Code Section 47604.1(c)(1)):

(A) The governing body of one charter school shall meet within the physical boundaries of the county in which the charter school is located.

(B) A **two-way teleconference location** shall be established at each schoolsite.

2. What is a Meeting? COVID Times: AB 361



Pursuant to AB 361 (October 1, 2021), a charter school board may continue to hold teleconference meetings without adhering to some of the traditional requirements of the Brown Act. If certain conditions are met, a charter school board may continue to meet virtually with the following flexibilities:

- The agenda does not need to identify each teleconference location, nor do agendas need to be posted at each location;
- A quorum of board members do not need to be located within the Charter School's jurisdiction; and
- Governing board members may participate in a teleconference meeting from places that are not publicly accessible.

2. What is a Meeting?

COVID Times: AB 361



- Protect the statutory and constitutional rights of the parties and public appearing before the board.
- Give notice and post agendas as otherwise required under the Brown Act.
- Allow members of the public to access the meeting (e.g., Zoom) and describe the manner in which the public can offer public comment.
- Not require members of the public to submit comments in advance of the meeting. The public must be able to participate in real time.
- Provide a timed or a reasonable period for public comment.
- If there is a technical disruption in the meeting broadcast, take no further action on items in the agenda until public access is restored.

2. What is a Meeting? COVID Times: AB 361



- Legal threshold:
 - During a proclaimed state of emergency; and
 - State or local officials have imposed or recommended measures to promote social distancing; or
 - The charter school board determines that meeting in person would present imminent risks to the health or safety of attendees.
- To continue holding virtual meetings as of Oct. 1, the Board must make a finding every 30 days:

Board findings pursuant to Government Code Section 54953(e)

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.

2. What is a Meeting?



New Law! AB 2449 (effective 1/1/23)

- Amends the Brown Act teleconferencing rules to allow relaxed teleconferencing requirements for members' personal **emergencies** and for **just cause**
- Allows teleconferencing without any obligation to
 - Identify the teleconferencing location on the agenda
 - Allow public access to the teleconferencing location
- Member must participate through both audio and visual technology

2. What is a Meeting?



“Emergency circumstances” means a physical or family medical emergency that prevents a member from attending in person.

“Just cause” means any of the following:

- A childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires them to participate remotely.
- A contagious illness that prevents a member from attending in person.
- A need related to a physical or mental disability as defined in law and not otherwise accommodated
- Travel while on official business of the governing board or another state or local agency.

2. What is a Meeting?



Teleconferencing based on an **emergency** requires that:

- The member shall make a request to participate remotely as soon as possible.
- The member must make a separate request for each meeting in which they seek to participate remotely.
- If the request does not allow sufficient time to place proposed action on such a request on the posted agenda for the meeting for which the request is made, the legislative body may take action at the beginning of the meeting.

2. What is a Meeting?



- Just cause limited to twice per calendar year
- Member must request emergency circumstances and Board must vote to approve (limited agenda description)
- Under no circumstances can a member participate in meetings solely by teleconference from a remote location for a period of more than:
 - three consecutive months;
 - 20 percent of the regular meetings within a calendar year; or
 - more than two meetings if the legislative body regularly meets fewer than 10 times per calendar year.

2. What is a Meeting?



Other requirements:

- At least a quorum of members must participate in person from a singular physical location clearly identified on the agenda and which is open to the public and situated within the agency's jurisdiction.
- Members of the public must be provided a means to “remotely hear and visually observe the meeting, and remotely address” the governing board, ” i.e., a two-way audiovisual platform or a two-way telephonic service and a live webcasting of the meeting.
- Meet AB 361 requirements: agenda provides notice for how the public can participate; comments cannot be required in advance; technical disruption must be fixed before Board can take action
- The member shall publicly disclose before any action is taken, if any individuals 18 years of age or older are present in the room at the remote location, and the general nature of the member’s relationship with any such individuals.

3. What are the Notice & Agenda Requirements?



A. General Rule:

The agenda shall be posted properly in advance of a meeting and must include a brief description of items to be transacted or discussed. With a few exceptions, if an item is not on the agenda, the Board cannot discuss it.

3. What are the Notice & Agenda Requirements?



B. Exceptions to the Rule:

1. Upon a determination by a majority vote of the Board that an “emergency” or “dire emergency” exists (54956.5) – EXTREMELY RARE
2. Upon a determination by a 2/3 vote of the members of the Board or unanimous vote of those present if less than 2/3 of the members are present that:
 - a) That there is a need to take immediate action; and
 - b) The need for action came to the attention of the “agency” after the agenda was posted.

3. What are the Notice & Agenda Requirements?



3. The agenda item was posted for a prior meeting of the Board that:
 - a) Occurred not more than 5 calendar days prior to the date action was taken on the item; and
 - b) At the prior meeting the item was continued to the meeting at which action is taken.
4. Direction to staff
5. Brief responses, clarifying questions and announcements
6. Identification of future agenda items

3. What are the Notice & Agenda Requirements?



C. Types of Meetings:

1. Regular meetings – Agenda posted 72 hours in advance
2. Special meetings – Agenda posted 24 hours in advance
3. Emergency Meetings – Agenda posted at least 1 hour in advance

3. What are the Notice & Agenda Requirements?



D. Location of Posting

1. Posted in publicly accessible location for entire posting period within jurisdiction.
2. If Charter School maintains a website, agenda must be posted on website.
3. On website through “prominent, direct link” on front page; current agenda appears at top; agenda must be downloadable and searchable; free access

E. Content of Agendas – Brief description of 20 words or less and public testimony time.

F. Closed Session Agendas

1. Use safe harbor language
2. Provide verbal notice in advance of closed session
3. Make public report of action taken in closed session and roll call vote or abstention of every member, if any

3. What are the Notice & Agenda Requirements?



- G. Executive Compensation:** the Charter School cannot approve educational executive contract at special meeting and must orally report salary, salary schedule, and benefits in open session.
- H. Votes are Public:** the votes of individual Board members must be publicly reported, during meeting and in minutes.
- I. Board Minutes:** Include all material motions and votes.

4. What are the Public's Rights?



- A. Public testimony
 - Addressing disruptive speakers?
- B. Taping or broadcasting
- C. No conditions of attendance
- D. Non-discriminatory facilities
- E. Copies of agendas and other public writings
- F. Must provide double the time for public testimony to persons utilizing an interpreter to ensure equal opportunity.

4. What are the Public's Rights?



New law! SB 1100 (effective 1/1/23)

- Authorizes Board Chair or designee to **remove, or cause the removal of, an individual for disrupting the meeting.**
- “Disrupting” means engaging in behavior during a meeting of a legislative body that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting and **includes, but is not limited to,** one of the following:
 - (A) A failure to comply with reasonable and lawful regulations or policies adopted by a legislative body related to public comment, or any other law.
 - (B) Engaging in behavior that constitutes use of force or a true threat of force.

4. What are the Public's Rights?



- Before removing an individual, the presiding member or their designee **must warn the individual** that their behavior is
 1. disrupting the meeting and
 2. that their failure to cease their behavior may result in their removal.
- The presiding member or their designee may then remove the individual if they do not promptly cease their disruptive behavior.
- The warning requirement does not apply to behavior constituting a **“true threat of force.”**
- A **“true threat of force”** means “a threat that has sufficient indicia of intent and seriousness, that a reasonable observer would perceive it to be an actual threat to use force by the person making the threat.”

5. What are the Permissible Closed Session Topics?



A. Confidentiality requirement

No Board member, staff member or invitee may disclose information from closed session without the authorization of the Board.

5. What are the Permissible Closed Session Topics?



B. Authorized Closed Sessions

1. Personnel
 - Caveat - 24 hour written notice to employee if complaints and/or charges will be heard.
2. Real estate negotiations
3. Labor negotiations
4. Public security exception
5. Conference with legal counsel
6. Pupil discipline

6. What are the Penalties & Remedies for Violating the Act?



- Civil remedies
 - Board action may be declared null and void
 - Injunctive relief may be obtained
 - Prevailing plaintiff awarded attorneys' fees
- Criminal penalties apply if one or more Board members intend to deprive the public of information to which the member knows or has reason to know the public is entitled.
- Potential charter revocation

6. What are the Penalties & Remedies for Violating the Act?



Complaints and Challenges

- Notice and Demand for Cure or Cease and Desist
 - Can be brought by District Attorney or member of the public
 - Board must cure/respond within 30 days
 - Seek advice from legal counsel on response

Understanding Conflict of Interest Laws

Conflicts of Interest



Broad Definition

- ▶ A *conflict of interest* arises when an individual who has a private financial interest in the outcome of a corporate contract or a public decision, participates in the decision-making process or influences or attempts to influence others making the contract or decision.
- ▶ In short, a conflict of interest is a clash between an individual's duty to his or her office and his or her personal interests.

Financial Interests



Common Types of Financial Interests Regulated by Conflict Laws

- ▶ Ownership or investment in business entity
 - ▶ Investment in real property
 - ▶ Source of income
 - ▶ Source of gifts
 - ▶ Effect on personal finances
- ☞ Financial interests of immediate family members of Board Members and employees typically are covered.



Government Code Section 1090



Elements

1. Public official (officer, board member, or employee)
2. Making a public contract (for sale or purchase)
3. Public official has a financial interest in the contract

Government Code Section 1090



What you need to know about Section 1090

- ▶ If board member has financial interest, the entire board is prohibited from entering into the contract; *even if it is with the best vendor at the best price and the interested board member abstains.* (Unless an exception applies.)
- ▶ Making a public contract is defined very broadly! Applies to earliest discussions, planning, solicitation for bids, etc., not just vote.
- ▶ Thus, this statute is, in most respects, the toughest standard to meet.
- ▶ Violation of GC 1090 is a felony and the contract void!

Political Reform Act

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D E C I S I O N S



Political Reform Act



Big Picture

1. Public official
2. Participating in or attempting to influence a governmental decision
3. Public official has qualifying financial interest
(*Includes spouse and children*)
4. Financial interest is material

The Official Must Recuse Him or Herself from All Parts of the Decision-Making Process

☞ Lots of very detailed regulations have also been adopted by FPPC.

COI Code



Conflict of Interest Code

- ▶ States who must file the Form 700
- ▶ Assigns disclosure categories



Form 700



Form 700

- ▶ Statement of Economic Interests
- ▶ When it must be filed:
 - ▶ Assuming or reappointment to office or position (within 30 days)
 - ▶ Once annually (by April 1st)
 - ▶ Leaving office or position (within 30 days)
- ▶ Penalties for failure to file:
 - ▶ Criminal charges by Atty General or District Atty for deliberate failure to file
 - ▶ Civil or administrative action by FPPC or private citizen

Political Reform Act



“Financial Interest” for Form 700

- ▶ Investment in business entity of \$2,000 or more
- ▶ Real property investment of \$2,000 or more
- ▶ Income of \$500 or more
- ▶ Business position in entity
- ▶ Gift of \$50 or more



Form 700



Check the Conflict-of-Interest Code to Determine What You Must Report (Board members: broad disclosure).

- ▶ Typically, All Financial Interests
 - ☞ Not Your Residence
 - ☞ Not Income from a Public Agency
 - ☞ Half of Your Spouse's Income
 - ☞ Financial Interest within Your Jurisdiction
 - ▲ Property – within 2 miles of jurisdiction
 - ▲ Investments/Business in jurisdiction
 - ▲ Gifts – all gifts inside or outside of jurisdiction

Form 700



Gifts

- ▶ General rule is that you cannot accept more than \$500 from one source in a calendar year.
- ▶ General rule is that gifts worth more than \$50 must be reported (one gift or aggregate gifts from same source in a calendar year).
- 1. Many exceptions to both general rules, the most common being:
 - ☞ Special Occasions – Birthdays, Holidays:
 - ▲ Can be gifts from anyone (other than lobbyists) if the gift giving and taking is proportional.
- 2. Inheritance

Form 700



Gift (cont.)

3. Family Members:

- ☞ Spouse (or former spouse), child, parent, grandparent, great grandparent, grandchild, brother, sister, current or former parent-in-law, brother-in-law, sister-in-law, aunt, great aunt, uncle, great uncle, niece, great niece, nephew, great nephew, first cousin, or first cousin once removed, or the spouse of any such person. (other than a lobbyist)

4. “BFF’s”- Long-term friendships:

- ☞ Friends for a “period of time” and gift giving and taking must be proportional. (other than a lobbyist)

5. Dating – “bona fide” relationship (other than a lobbyist)

- ☞ Returning or Donating Gifts vs. Reporting

Common Law on Conflicts-of-Interest



Prohibition Against Conflicts of Interest

- ▶ Public official engaging in transaction or influencing decision.
- ▶ Creating an appearance of impropriety (financial interest not necessarily required)

Doctrine of Incompatible Offices

- ▶ Public official holding two public offices simultaneously
- ▶ Offices are incompatible with each other (creating divided loyalties); overlapping jurisdictions



QUESTIONS AND RESPONSES

THANKS FOR ATTENDING TODAY!

SACRAMENTO OFFICE:

655 UNIVERSITY AVENUE
SUITE 150
SACRAMENTO, CA 95825

LOS ANGELES OFFICE:

5200 LANKERSHIM BLVD.
SUITE 370
NORTH HOLLYWOOD, CA 91601

SAN DIEGO OFFICE:

591 CAMINO DE LA REINA
SUITE 910
SAN DIEGO, CA 92108

WALNUT CREEK OFFICE:

500 YGNACIO VALLEY ROAD
SUITE 190
WALNUT CREEK, CA 94596

Presentation to



February 8, 2023



Background/Executive Summary



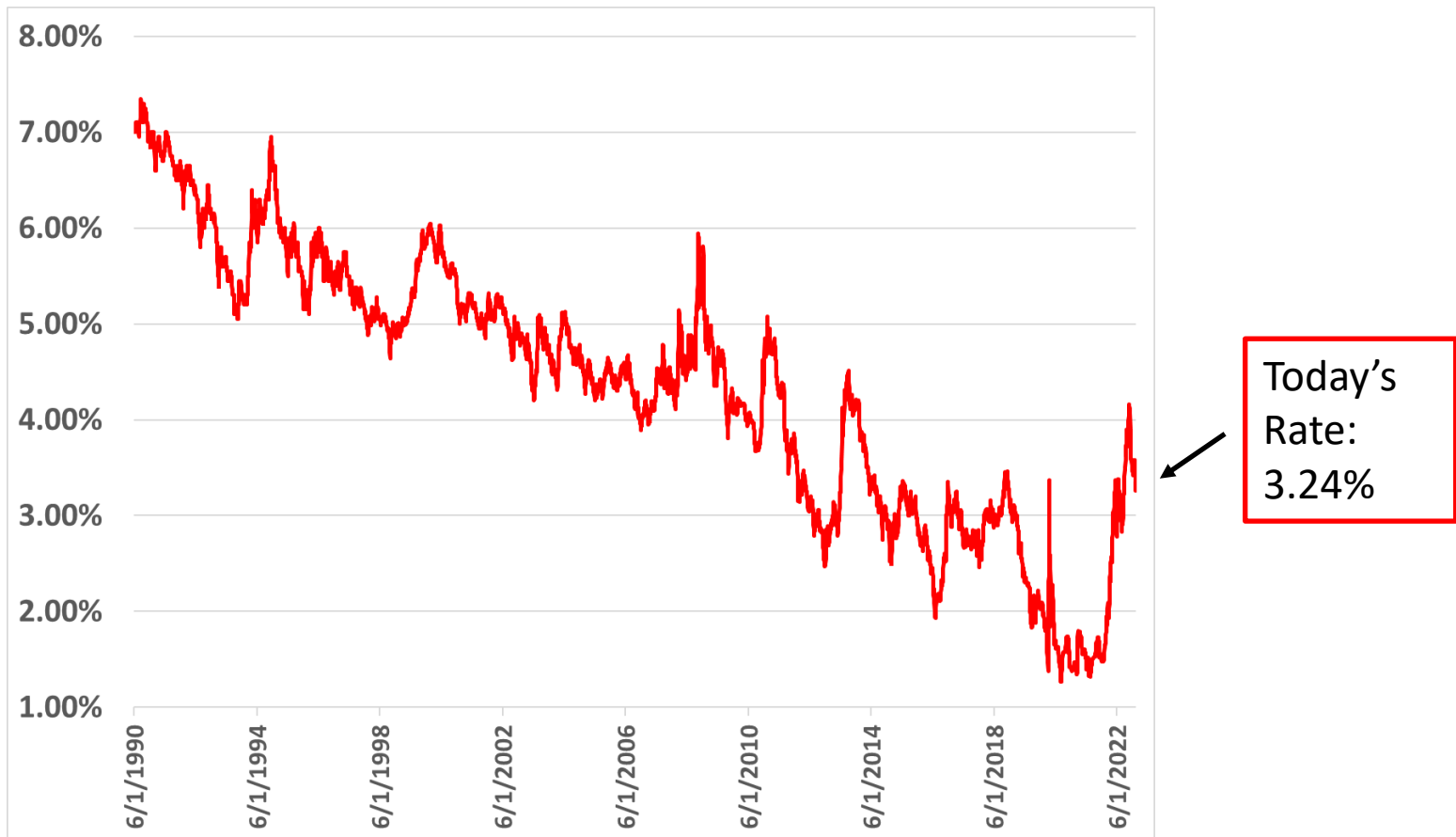
- OCEAA has \$8.26 million of outstanding bonds with a 7.0% interest rate
- On February 5, 2020 and April 14, 2021, John Phan presented to the OCEAA Board about the Academy's refinancing opportunity
- Due to the uncertainty of the litigation, the refinancing process was postponed
- Refinancing today saves OCEAA more than \$135K annually
- OCEAA could also raise additional proceeds without increasing annual debt payments.
- The refinancing process take approximately 3-4 months to complete

Refinancing Update

Market Update



30-Year Tax-Exempt Interest Rates*



* Municipal Market Data "AAA" tax-exempt interest rates

Option 1(Base Case): No Extension & No New Money

- The Academy has \$8.26 million outstanding on its 2008 Bonds
- The Academy can save approximately \$135K annually or \$2.3 million total assuming no extension of maturity

Assumptions

- 5.0% fixed rate bonds
- CSFA reserve fund grant

Period Ending	2008 Bond Debt Svc.	New Debt Svc.	Annual Savings
	A	B	C=A-B
10/1/2023	556,194	422,125	134,069
10/1/2024	844,163	708,000	136,163
10/1/2025	844,588	706,750	137,838
10/1/2026	843,663	704,750	138,913
10/1/2027	841,388	707,000	134,388
10/1/2028	842,763	708,250	134,513
10/1/2029	842,450	708,500	133,950
10/1/2030	845,450	707,750	137,700
10/1/2031	845,350	706,000	139,350
10/1/2032	843,150	708,250	134,900
10/1/2033	843,850	704,250	139,600
10/1/2034	847,100	704,250	142,850
10/1/2035	842,550	708,000	134,550
10/1/2036	845,550	705,250	140,300
10/1/2037	845,400	706,250	139,150
10/1/2038	847,100	705,750	141,350
10/1/2039	845,300	708,750	136,550
TOTAL	14,066,006	11,729,875	2,336,131

Option 2: Raise New Money without Extension

- The Academy can raise \$1.5 million of additional proceeds without increasing annual debt payments and without extension of maturity

Assumptions

- 5.0% fixed rate bonds
- CSFA reserve fund grant

Period Ending	2008 Bond Debt Svc.	New Debt Svc.	Annual Savings
	A	B	C=A-B
10/1/2023	556,194	551,375	4,819
10/1/2024	844,163	842,000	2,163
10/1/2025	844,588	842,750	1,838
10/1/2026	843,663	842,500	1,163
10/1/2027	841,388	841,250	138
10/1/2028	842,763	844,000	(1,238)
10/1/2029	842,450	845,500	(3,050)
10/1/2030	845,450	840,750	4,700
10/1/2031	845,350	845,000	350
10/1/2032	843,150	842,750	400
10/1/2033	843,850	844,250	(400)
10/1/2034	847,100	844,250	2,850
10/1/2035	842,550	842,750	(200)
10/1/2036	845,550	844,750	800
10/1/2037	845,400	845,000	400
10/1/2038	847,100	843,500	3,600
10/1/2039	845,300	845,250	50
TOTAL	14,066,006	14,047,625	18,381

Option 3: Raise New Money With Extension

- The Academy can raise \$4.9 million of additional proceeds without increasing annual debt service and extending the maturity to 2053 (30 years)

Assumptions

- 5.25% fixed rate bonds
- CSFA reserve fund grant

Period Ending	2008 Bond Debt Svc.	New Debt Svc.	Annual Savings
	A	B	C=A-B
10/1/2023	556,194	557,575	(1,381)
10/1/2024	844,163	843,600	563
10/1/2025	844,588	844,150	438
10/1/2026	843,663	844,175	(513)
10/1/2027	841,388	843,675	(2,288)
10/1/2028	842,763	847,650	(4,888)
10/1/2029	842,450	845,838	(3,388)
10/1/2030	845,450	848,500	(3,050)
10/1/2031	845,350	845,375	(25)
10/1/2032	843,150	846,725	(3,575)
10/1/2033	843,850	847,288	(3,438)
10/1/2034	847,100	847,063	38
10/1/2035	842,550	846,050	(3,500)
10/1/2036	845,550	844,250	1,300
10/1/2037	845,400	846,663	(1,263)
10/1/2038	847,100	848,025	(925)
10/1/2039		848,338	(848,338)
10/1/2040		847,600	(847,600)
10/1/2041		845,813	(845,813)
10/1/2042		847,975	(847,975)
10/1/2043		843,825	(843,825)
10/1/2044		843,625	(843,625)
10/1/2045		847,113	(847,113)
10/1/2046		844,025	(844,025)
10/1/2047		844,625	(844,625)
10/1/2048		843,650	(843,650)
10/1/2049		846,100	(846,100)
10/1/2050		846,713	(846,713)
10/1/2051		845,488	(845,488)
10/1/2052		847,425	(847,425)
10/1/2053		847,263	(847,263)
TOTAL	13,220,706	25,936,175	(12,715,469)

Next Steps

Next Steps

- Update Board on refinancing opportunity February 7
- Confirm/assemble financing team Early February
- Draft documents and start due diligence Mid- February
- Determine if purchase of leased facility is viable [Before Late April]
- Seek formal Board approval to proceed with refinancing Late March/Early April
- CSFA Board approval of financing and grant March 30
- Finalize structure, due diligence and documents Late April
- Lock-in interest rates Mid May
- Close Late May/Early June

IMPORTANT INFORMATION: PLEASE REVIEW

Under the Dodd-Frank Wall Street Reform and Consumer Protection Act, as a municipal advisor, Campanile Group, Inc (“Campanile Group”) have important duties to clients with respect to the municipal advisory services we provide. Under Municipal Securities Rulemaking Board Rules G-42(b), we are providing these disclosures to you which include a description of actual or potential conflicts of interest, and a description of how to access our SEC Form MA and the Forms MA-I for our professionals.

Representations and Conflict of Interest

MSRB Rule G-42 requires that municipal advisors provide disclosures relating to all material conflicts of interest, including certain categories of potential conflicts of interest identified in Rule G-42, if applicable. To the extent any material conflicts of interest arise after the date of this disclosure, Campanile Group will provide information with respect to such conflicts in writing. Campanile Group makes the following representations with regard to any advice provided in these materials:

A conflict may arise to the extent that any compensation to be paid to Campanile Group is based on the size of the project or financing and/or is contingent on the completion of the project or financing. While this form of compensation is customary in the market for municipal advisory services, this may present conflict of interest as we would have an incentive to recommend to our client a project or financing that is unnecessary or provides insufficient benefit or an incentive to advise our client to increase the size of the project or financing. This potential conflict is mitigated by Campanile Group’s duties to our clients.

A conflict may arise to the extent that a client of Campanile Group has been employed to provide services to a client in addition to its municipal advisory services. This has the potential to result in a conflict of interest by creating an incentive for Campanile Group to recommend to our client a course of action that would increase the client’s need for the additional services or conversely that would discourage a course of action that would decrease the client’s need for the additional services. The conflict is mitigated by Campanile Group’s duties to our clients. Moreover, if Campanile Group makes a recommendation that could influence the level of other services that we provide to the client, Campanile Group will consider alternatives to the recommendation, which will be disclosed to our client.

Information Regarding Legal Events and Disciplinary Actions

MSRB Rule G-42 requires that municipal advisors provide their clients disclosures of legal or disciplinary events material to the evaluation of the municipal advisor or the integrity of the municipal advisor’s management or advisory personnel. Campanile Group sets out required disclosures and related information below:

- A. There are no legal or disciplinary events material to a potential client’s evaluation of Campanile Group or the integrity of Campanile Group’s management or advisory personnel disclosed, or that should be disclosed, on any Form MA or Form MA-I with the Securities and Exchange Commission (the “SEC”).
- B. Campanile Group’s most recent Form MA and each most recent Form MA-I filed with the SEC are available on the SEC’s EDGAR system at <http://www.sec.gov/cgi-bin/browse-edgar?action=getcompany&CIK=0001803185>