

IV. Reconvene to Open Session and Report of Action from Closed Session, If Any 7:09 PM

V. 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

VI. Interview and Approve Kenia Cueto, Ph.D as New Board Member

Action: Approve Kenia Cueto, Ph.D. as a new board member.	Motion: BS Second: CA
	Vote: 5 for 0 against

VII. Board and Staff Reports

A. Staff Reports

1. Executive Director – Mike Limon

(a) Dashboard Local Performance Indicator Report Self-Reflection 2022-

23

(b) OCEAA 2022-23 Local Control and Accountability Plan – Annual

Update

2. School Director – Pedro Llorente

B. Operations Report – Scott Warner, CSMC

VIII. Items for Consent

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

A. Approval of Minutes from May 2023 Board Meeting

~~B. Ratification of March 2023 Check Register~~

~~C. Ratification of April 2023 Check Register~~

D. Approve OCDE STRS/PERS Agreement 2023

Action: Approve Consent Items Listed Above	Motion: JR Second: CA
	Vote: 5 for 0 against 1 abstain

IX. Review and Approve Employment Agreement for Executive Director

Action: Approve executive director contract as presented	Motion: CA Second: FS
	Vote: 5 for 0 against 1 abstain

X. Review and Approve OCEAA 2023-24 Local Control and Accountability Plan

Action: Approve 2023-24 LCAP for OCEAA	Motion: BS Second: FS
	Vote: 5 for 0 against 1 abstain

XI. Review and Approve 2023-24 Operating Budget

Action: Approve 2023-24 Operating Budget	Motion: JR Second: CA
	Vote: 5 for 0 against 1 abstain

XII. Review and Approve OCEAA 2023-24 Local Control Funding Budget Overview for Parents

Action: Approve OCEAA 2023-24 Local Control Funding Budget Overview for Parents	Motion: BS Second: FS
	Vote: 5 for 0 against 1 abstain

XIII. Review and Approve 2023-24 Annual Property and Liability Insurance Renewal

Action: Approve 2023-24 Annual Property and Liability Insurance Renewal	Motion: JR Second: FS
	Vote: 5 for 0 against 1 abstain

XIV. Review and Approve EL Education Contract in the amount of \$52,800

Action: Approve EL Education Contract in the amount of \$52,800.	Motion: BS Second: FS
	Vote: 5 for 0 against 1 abstain

XV. Review and Approve the Direction of the Renovation of OCEAA Library which is projected to cost up to \$250,000 with various vendors

Action: Approve direction of renovation of OCEAA Library up to \$300,000 with various vendors	Motion: CA Second: JR
	Vote: 5 for 0 against 1 abstain

XVI. Review and Approve OCEAA's Amended Fiscal Policies and Procedures

Action:	Motion: ___ Second: ___
	Vote: ___ for ___ against

XVII. Approve Amend the agenda to discuss refurbishing the elevator

Action: Amend the agenda to discuss refurbishing the elevator	Motion: CA Second: KC
	Vote: 6 for 0 against

XVIII. Approve refurbishing the elevator, which is projected to cost up to \$120,000 with various vendors

Action: Approve up to \$120,000 in costs to refurbishing the elevator through various vendors	Motion: FS Second: SO
	Vote: 6 for 0 against

XIX. Cancellation of July Meeting

Action: Approve cancelling July meeting	Motion: BS Second: JR
	Vote: 6 for 0 against

XX. Approve date for Board and Leadership Retreat

Action: Approve Board and Leadership Retreat for August 5, 2023, from 9 AM to 4 PM at OCEAA	Motion: BS Second: FS
	Vote: 5 for ___ against 1 abstain

XXI. Update Board positions of President, Secretary, Chief Financial Officer, Chair, and Vice-Chair for 2023-24 School Year

Action: Approve the following Board Positions for the 2023-24 School Year: President: Mike Limon Secretary: Ben Stanphill Chief Financial Officer: Ferny Santander Board Chair: Carmen Aparicio Board Vice-Chair: Kenia Cueto	Motion: JR Second: FS
	Vote: 6 for 0 against

XXII. Accept Resignation of Scott Overpeck as Board Chair

Action: Accept resignation of Scott Overpeck from the Board of Directors with regrets	Motion: BS Second: CA
	Vote: 5 for 0 against 1 abstain

XXIII. Items for Future Meetings

The next regularly scheduled meeting is on ~~July 12~~ (August 9), 2023.

XXIV. Adjournment

The meeting was adjourned at 9:12 PM.



CREATING SPACES THAT WORK FOR YOU



Order Name Orange County Educational Arts Academy	Date: 03/30/2023	Proposal # 2917
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Bill To: Orange County Educational Arts Academy 825 N Broadway Santa Ana, CA 92701 Mike Lemon	Ship To: Orange County Educational Arts Academy 825 N Broadway Santa Ana, CA 92701 Mike Lemon
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I acknowledge that I have inspected color samples, fabrics and finishes specified for the products included in this order. I am satisfied the products as specified are suitable for my intended purpose. I am fully aware that this is a custom order and it is non-returnable. Legal title for my order will transfer upon receipt to my jobsite location, whether commercial or personal residence. The cost of inside delivery, staging, setting in place, assembly, leveling, cleaning, polishing and recycling of waste materials are additional services that are quoted separately and are hereby elected as an additional contract option. Proposal valid for 30 days.

Approved By: _____ Signature _____ Print Name _____ Date _____

Product Summary/Scope of Work

Quote for - Orange County Educational Arts Academy

For: Mike Lemon

Scope of Work:

- OES Office Furniture to order approved product
- OES to receive, inspect, and deliver
- Order to be installed during normal business hours unless otherwise noted.

Line	Quantity	Description	List	Unit Price	Extended Amount
1	6.00 Each	HON INDUSTRIES HEMKR427236BB--.N-.LH903-.C-~ Build Makerspace Table 42x72 Counter w/ BB Top .N:No Grommets .LH903: Birch Butcherblock .C:Casters ~:Undecided PAINT Option % Off List: 55.00	3,335.00	1,500.75	9,004.50
2	36.00 Each	HON INDUSTRIES HSS4L-24B-~--~--~ Smartlink Seating 24" 4L Stool ~:Undecided GLIDE Option ~:Undecided SHELL Option ~:Undecided FRAME Option	348.00	156.60	5,637.60



CREATING SPACES THAT WORK FOR YOU



Order Name	Date:	Proposal #
Orange County Educational Arts Academy	03/30/2023	2917

% Off List: 55.00

3	1.00 Each	HON INDUSTRIES HLTV2460T-3-~::~~ Pennisula Teacher desk 24" x 60" with BBF ~:Undecided LAMINATE Option ~:Undecided EDGE Option ~:Undecided PAINT Option	1,705.00	767.25	767.25
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% Off List: 55.00

4	1.00 Each	HON INDUSTRIES HIWMMKD--.Y2-.A-.H-.IM-\$(1)-.CU-10-.BL-.SB-.T Ignition 2 Task Mid-back, ilira back .Y2:Advanced Synchro-Tilt .A:Height and Width Adj. Arm .H:Hard Caster .IM:4-Way Black \$(1):Gr 1 UPH .CU:Centurion 10:Black .BL:Black Adjustable Lumbar .SB:Standard Base .T:Black	851.00	382.95	382.95
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% Off List: 55.00

5	1.00 Each	OES Labor DELIVERY OES Delivery		375.00	375.00
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Terms: NET 30	
Order Sub-Total :	\$16,167.30
Taxable Sub-Total :	\$16,167.30
Non-Taxable Sub-Total :	\$0.00
9.2500%-SANTA ANA-92701-3475-ORANGE :	\$1,495.48
TOTAL ORDER :	\$17,662.78



CREATING SPACES THAT WORK FOR YOU



Order Name

Orange County Educational Arts Academy

Date:

03/30/2023

Proposal #

2917

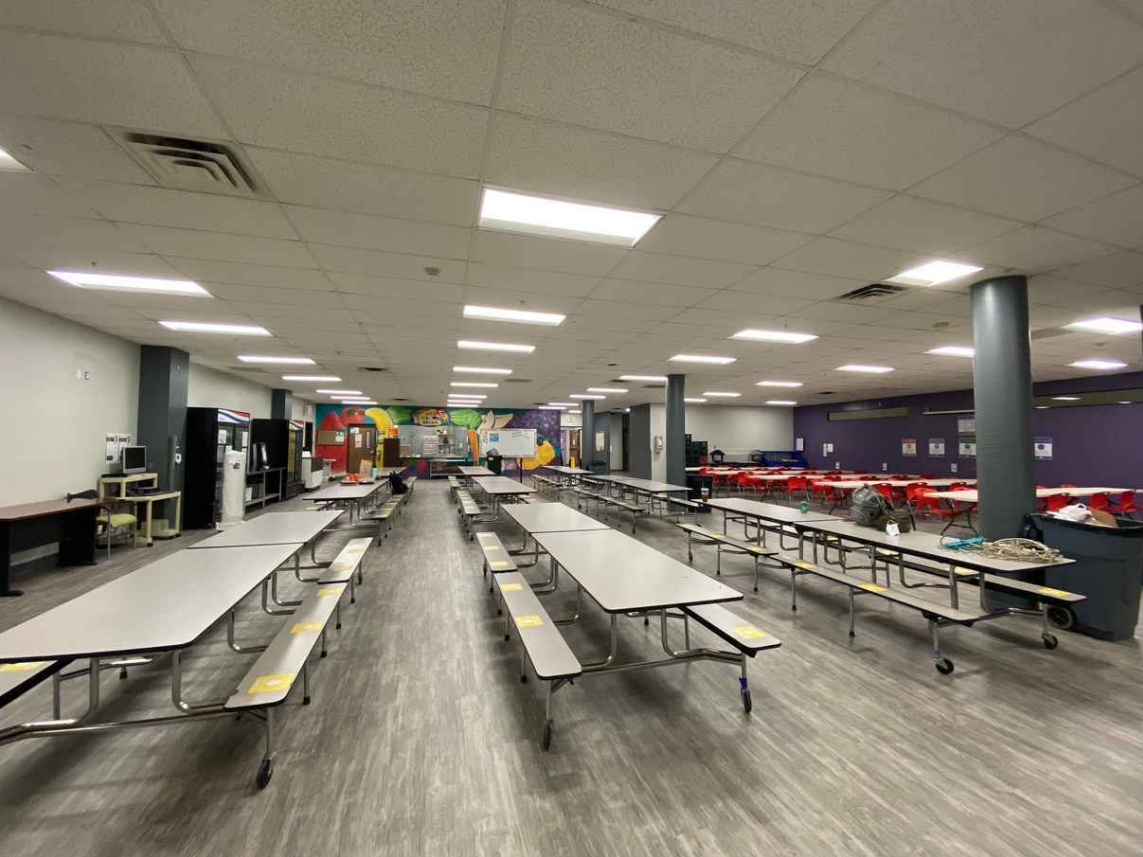
OES Installation Services:

OES Project Services include receiving and inspecting of each product, shipping damage, shipping or transporting items is applicable, staging, delivery, cleaning, leveling, and recycling of all waste products associated with the furniture project.

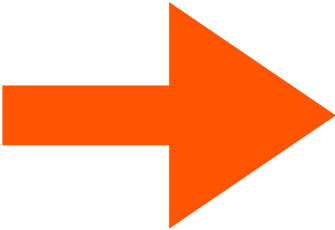
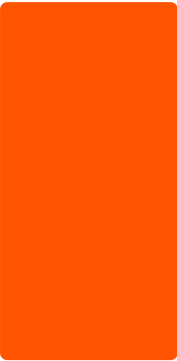
OES Punchlist Services include finalizing list with customer, order and receiving of punchlist items, and delivery and assembly of furniture.

OES Warranty Services offers our customers service work for all furniture protected under valid factory warranties. For service request, please contact via email at services@oesofficefurniture.com

OES Storage Policy; any order delayed over two weeks due to customer not able to take furniture for any reason; construction delay, materials, etc. will be responsible for a 25% payment of total invoice. In addition storage fees



Option 1 - All Matte - Gray Wall Side

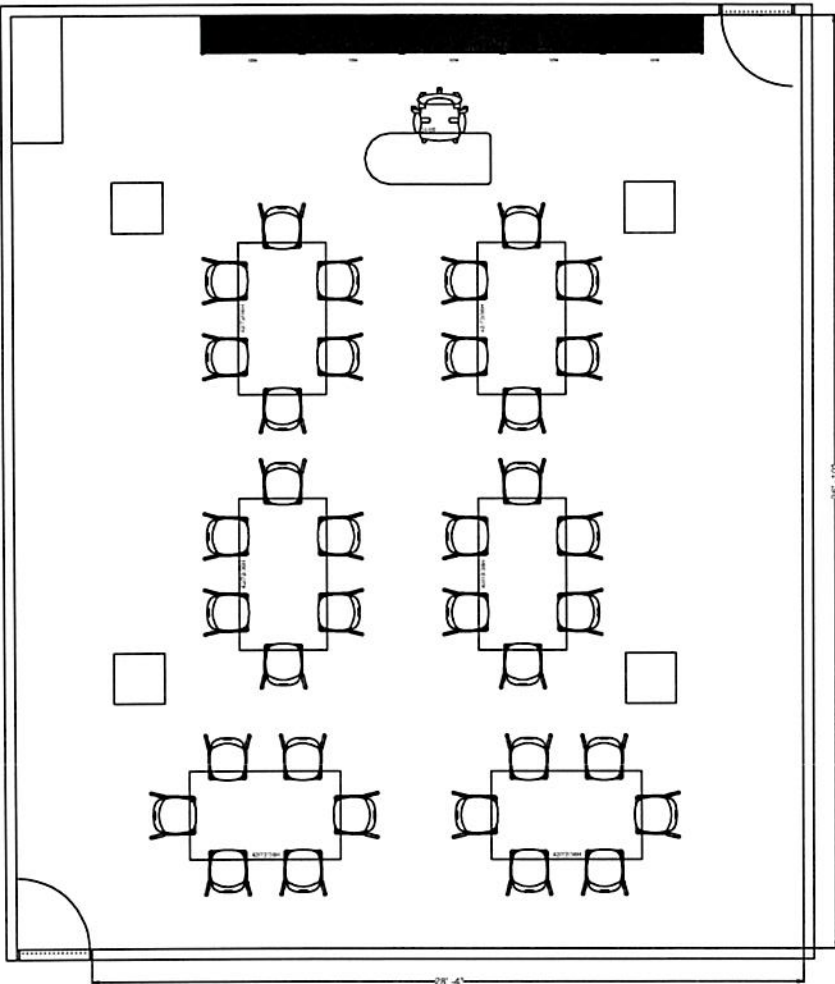


Option 1 - All Matte (purple wall)



Option 1 - All Matte





107 ART

ALL DRAWN AND WRITTEN INFORMATION APPEARING HEREIN SHALL NOT BE DUPLICATED, DISCLOSED, OR OTHERWISE USED WITHOUT WRITTEN CONSENT OF OES OFFICE FURNITURE

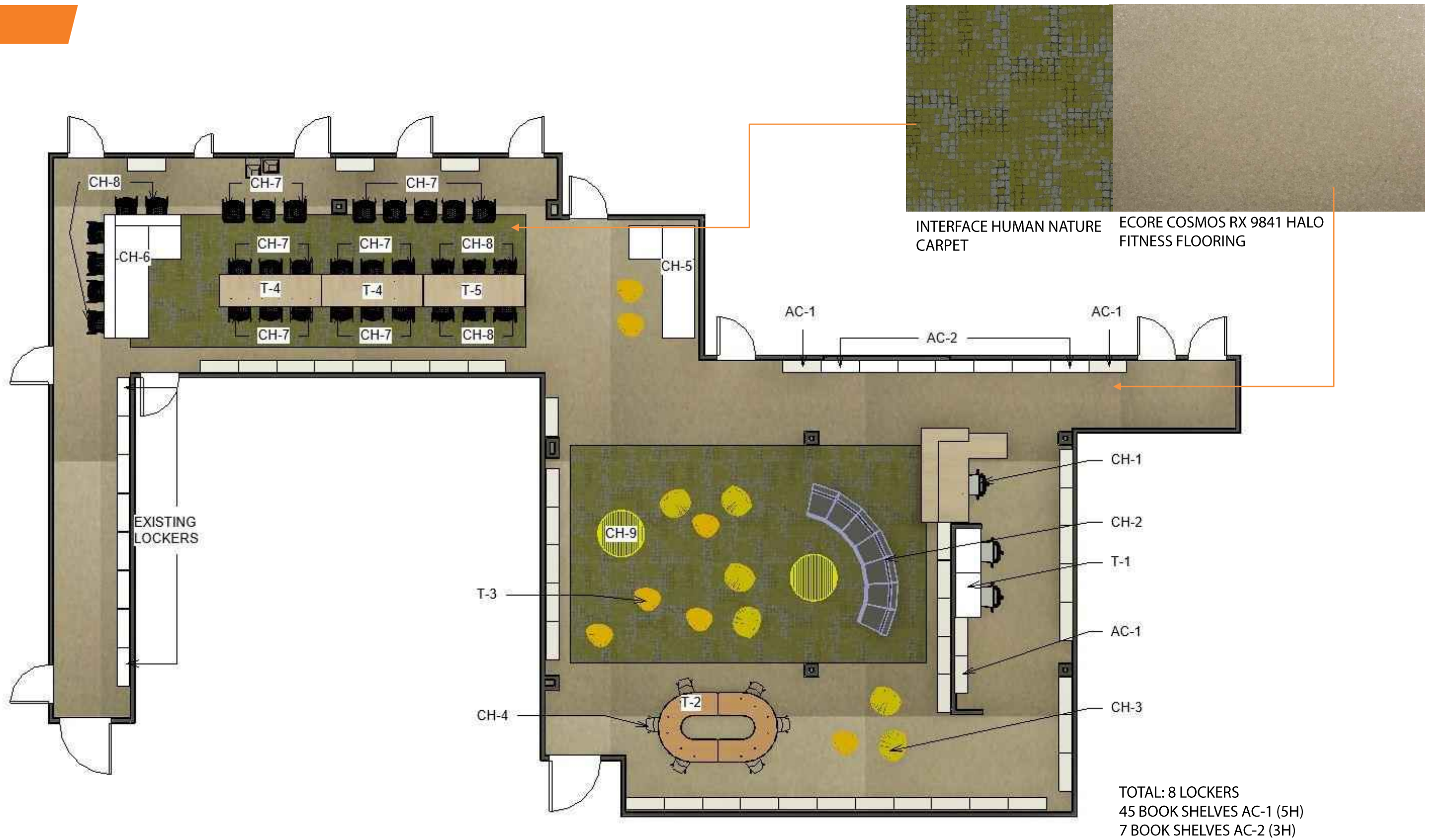
PROJECT:
ORANGE COUNTY EDUCATIONAL ARTS ACADEMY



DATE 1/24/23	DRAWN BY: SG	SALES PERSON: AS	DATE REVISED XX/XX/XX	SCALE: NTS
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OES Office Furniture
8480 Utica Avenue
Rancho Cucamonga, CA
877-637-3678



FLOORPLAN



LUMENWERX
VOILA 2
CYLINDER PENDANT



ARMSTRONG INFUSION SHAPES



LUMENWERX
VOILA 2
RECESSED DOWNLIGHT

RCP



CH-1

Pictured here shows our second shelving system and 2 zone library system.



CH-2



CH-3



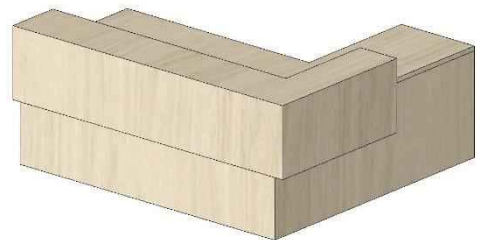
CH-5



CH-6



CH-8



T-6



CH-9



T-3



CH-4



T-4



T-5



CH-7

LIBRARY RENDERINGS

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Charter School Revenue Bonds, Series 2023
(Orange County Educational Arts Academy)
Final Pricing 5/16/23**

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SOURCES AND USES OF FUNDS

**California School Finance Authority
Charter School Revenue Bonds, Series 2023
(Orange County Educational Arts Academy)
Final Pricing 5/16/23**

Sources:	Tax Exempt Bonds	Borrower Equity	Taxable Bonds	Total
Bond Proceeds:				
Par Amount	8,995,000.00		360,000.00	9,355,000.00
Other Sources of Funds:				
CSFA Reserve Fund Grant	638,646.21		25,560.05	664,206.26
2008 Principal Fund	180,000.00			180,000.00
2008 Interest Fund	95,744.39			95,744.39
2008 DSRF	847,100.00			847,100.00
2008 Revenue Fund	32,415.04			32,415.04
Equity - School Cash Paid to Date*		115,745.50		115,745.50
Equity - 2008 R&R Fund		146,884.00		146,884.00
Equity - 2008 Expense Account		29,272.55		29,272.55
	1,793,905.64	291,902.05	25,560.05	2,111,367.74
	10,788,905.64	291,902.05	385,560.05	11,466,367.74
Uses:	Tax Exempt Bonds	Borrower Equity	Taxable Bonds	Total
Project Fund Deposits:				
Capital Improvements*	1,615,745.50			1,615,745.50
Raza Loan Refinancing		291,902.05		291,902.05
	1,615,745.50	291,902.05		1,907,647.55
Refunding Escrow Deposits:				
Cash Deposit	8,353,971.84			8,353,971.84
Other Fund Deposits:				
DSRF - CSFA Grant Funded	638,646.21		25,560.05	664,206.26
Delivery Date Expenses:				
Cost of Issuance	76,457.50		355,860.00	432,317.50
Underwriter's Discount	103,442.50		4,140.00	107,582.50
	179,900.00		360,000.00	539,900.00
Other Uses of Funds:				
Additional Proceeds	642.09			642.09
	10,788,905.64	291,902.05	385,560.05	11,466,367.74

Note: * \$1,500,000 will be deposited to Project Fund at closing of Bonds, the amount net of costs paid to date.

COST OF ISSUANCE

California School Finance Authority
Charter School Revenue Bonds, Series 2023
(Orange County Educational Arts Academy)
****Final Pricing 5/16/23****

Cost of Issuance	\$/1000	Amount
Appraisal Fee to IRR	0.32068	3,000.00
Appraisal Retainer (School Reimbursement)	0.34741	3,250.00
Bond Counsel Fee	9.08605	85,000.00
Borrower's Counsel Fee	6.41368	60,000.00
Contingency	2.19474	20,531.75
Continuing Disclosure Agent	0.58792	5,500.00
DAC Report	0.10689	1,000.00
Financial Advisor Fee	9.08605	85,000.00
Issuer - Agent-for-Sale Fee	0.64137	6,000.00
Issuer - Annual Administration Fee Upfront	0.15000	1,403.25
Issuer - Application Fee (School Reimbursement)	0.26724	2,500.00
Issuer - Counsel Fee	0.85516	8,000.00
Issuer - Issuance Fee	1.50000	14,032.50
Phase I Reports	0.57723	5,400.00
Printer - Official Statement	0.53447	5,000.00
Survey	0.69482	6,500.00
Title Insurance Recording Fees & Loan Policy	2.67237	25,000.00
Trustee Fee	0.53447	5,000.00
Trustee's Counsel Fee	0.32068	3,000.00
Underwriter's Expense	0.76964	7,200.00
Underwriter's/Disclosure Counsel Fee	8.55158	80,000.00
	46.21245	432,317.50

BOND PRICING

California School Finance Authority
Charter School Revenue Bonds, Series 2023
(Orange County Educational Arts Academy)
****Final Pricing 5/16/23****

Bond Component	Maturity Date	CUSIP	Amount	Rate	Yield	Price
Taxable Term Bonds (2026):						
	06/01/2026	13058TSC5	360,000	7.000%	7.000%	100.000
Tax Exempt Term Bonds (2033):						
	06/01/2033	13058TRZ5	1,295,000	5.000%	5.000%	100.000
Tax Exempt Term Bonds (2043):						
	06/01/2043	13058TSA9	2,800,000	5.625%	5.625%	100.000
Tax Exempt Term Bonds (2053):						
	06/01/2053	13058TSB7	4,900,000	5.875%	5.875%	100.000
			9,355,000			

Dated Date	05/30/2023	
Delivery Date	05/30/2023	
Par Amount	9,355,000.00	
Original Issue Discount		
Production	9,355,000.00	100.000000%
Underwriter's Discount	(107,582.50)	(1.150000%)
Purchase Price	9,247,417.50	98.850000%
Accrued Interest		
Net Proceeds	9,247,417.50	

CALL PROVISIONS

Tax Exempt Bonds

Call Table: CALL

Call Date	Call Price
06/01/2030	100.00

Call Provisions Setup

Bond Component	Call Table	Callable Dates
Tax Exempt Term Bonds (2033)	CALL	Any Date
Tax Exempt Term Bonds (2043)	CALL	Any Date
Tax Exempt Term Bonds (2053)	CALL	Any Date

BOND MATURITY TABLE

California School Finance Authority
 Charter School Revenue Bonds, Series 2023
 (Orange County Educational Arts Academy)
 Final Pricing 5/16/23

Maturity Date	Tax Exempt Term Bonds (2033)	Tax Exempt Term Bonds (2043)	Tax Exempt Term Bonds (2053)	Taxable Term Bonds (2026)	Total
06/01/2024				125,000	125,000
06/01/2025				135,000	135,000
06/01/2026	45,000			100,000	145,000
06/01/2027	155,000				155,000
06/01/2028	160,000				160,000
06/01/2029	170,000				170,000
06/01/2030	180,000				180,000
06/01/2031	185,000				185,000
06/01/2032	195,000				195,000
06/01/2033	205,000				205,000
06/01/2034		215,000			215,000
06/01/2035		230,000			230,000
06/01/2036		240,000			240,000
06/01/2037		255,000			255,000
06/01/2038		270,000			270,000
06/01/2039		285,000			285,000
06/01/2040		300,000			300,000
06/01/2041		315,000			315,000
06/01/2042		335,000			335,000
06/01/2043		355,000			355,000
06/01/2044			375,000		375,000
06/01/2045			395,000		395,000
06/01/2046			420,000		420,000
06/01/2047			445,000		445,000
06/01/2048			470,000		470,000
06/01/2049			500,000		500,000
06/01/2050			525,000		525,000
06/01/2051			555,000		555,000
06/01/2052			590,000		590,000
06/01/2053			625,000		625,000
	1,295,000	2,800,000	4,900,000	360,000	9,355,000

BOND DEBT SERVICE

California School Finance Authority
Charter School Revenue Bonds, Series 2023
(Orange County Educational Arts Academy)
****Final Pricing 5/16/23****

Period Ending	Principal	Coupon	Interest	Debt Service
06/01/2024	125,000	7.000%	536,812.01	661,812.01
06/01/2025	135,000	7.000%	526,575.00	661,575.00
06/01/2026	145,000	** %	517,125.00	662,125.00
06/01/2027	155,000	5.000%	507,875.00	662,875.00
06/01/2028	160,000	5.000%	500,125.00	660,125.00
06/01/2029	170,000	5.000%	492,125.00	662,125.00
06/01/2030	180,000	5.000%	483,625.00	663,625.00
06/01/2031	185,000	5.000%	474,625.00	659,625.00
06/01/2032	195,000	5.000%	465,375.00	660,375.00
06/01/2033	205,000	5.000%	455,625.00	660,625.00
06/01/2034	215,000	5.625%	445,375.00	660,375.00
06/01/2035	230,000	5.625%	433,281.26	663,281.26
06/01/2036	240,000	5.625%	420,343.76	660,343.76
06/01/2037	255,000	5.625%	406,843.76	661,843.76
06/01/2038	270,000	5.625%	392,500.00	662,500.00
06/01/2039	285,000	5.625%	377,312.50	662,312.50
06/01/2040	300,000	5.625%	361,281.26	661,281.26
06/01/2041	315,000	5.625%	344,406.26	659,406.26
06/01/2042	335,000	5.625%	326,687.50	661,687.50
06/01/2043	355,000	5.625%	307,843.76	662,843.76
06/01/2044	375,000	5.875%	287,875.00	662,875.00
06/01/2045	395,000	5.875%	265,843.76	660,843.76
06/01/2046	420,000	5.875%	242,637.50	662,637.50
06/01/2047	445,000	5.875%	217,962.50	662,962.50
06/01/2048	470,000	5.875%	191,818.76	661,818.76
06/01/2049	500,000	5.875%	164,206.26	664,206.26
06/01/2050	525,000	5.875%	134,831.26	659,831.26
06/01/2051	555,000	5.875%	103,987.50	658,987.50
06/01/2052	590,000	5.875%	71,381.26	661,381.26
06/01/2053	625,000	5.875%	36,718.76	661,718.76
	9,355,000		10,493,024.63	19,848,024.63

NET DEBT SERVICE

**California School Finance Authority
 Charter School Revenue Bonds, Series 2023
 (Orange County Educational Arts Academy)
 Final Pricing 5/16/23**

Period Ending	Principal	Interest	Total Debt Service	Annual Issuer Fee	Repair & Replacement Fund	Net Debt Service
06/01/2024	125,000	536,812.01	661,812.01	1,403.25	33,000	696,215.26
06/01/2025	135,000	526,575.00	661,575.00	1,384.50	36,000	698,959.50
06/01/2026	145,000	517,125.00	662,125.00	1,364.25	36,000	699,489.25
06/01/2027	155,000	507,875.00	662,875.00	1,342.50	36,000	700,217.50
06/01/2028	160,000	500,125.00	660,125.00	1,319.25	36,000	697,444.25
06/01/2029	170,000	492,125.00	662,125.00	1,295.25	23,000	686,420.25
06/01/2030	180,000	483,625.00	663,625.00	1,269.75		664,894.75
06/01/2031	185,000	474,625.00	659,625.00	1,242.75		660,867.75
06/01/2032	195,000	465,375.00	660,375.00	1,215.00		661,590.00
06/01/2033	205,000	455,625.00	660,625.00	1,185.75		661,810.75
06/01/2034	215,000	445,375.00	660,375.00	1,155.00		661,530.00
06/01/2035	230,000	433,281.26	663,281.26	1,122.75		664,404.01
06/01/2036	240,000	420,343.76	660,343.76	1,088.25		661,432.01
06/01/2037	255,000	406,843.76	661,843.76	1,052.25		662,896.01
06/01/2038	270,000	392,500.00	662,500.00	1,014.00		663,514.00
06/01/2039	285,000	377,312.50	662,312.50	973.50		663,286.00
06/01/2040	300,000	361,281.26	661,281.26	930.75		662,212.01
06/01/2041	315,000	344,406.26	659,406.26	885.75		660,292.01
06/01/2042	335,000	326,687.50	661,687.50	838.50		662,526.00
06/01/2043	355,000	307,843.76	662,843.76	788.25		663,632.01
06/01/2044	375,000	287,875.00	662,875.00	735.00		663,610.00
06/01/2045	395,000	265,843.76	660,843.76	678.75		661,522.51
06/01/2046	420,000	242,637.50	662,637.50	619.50		663,257.00
06/01/2047	445,000	217,962.50	662,962.50	556.50		663,519.00
06/01/2048	470,000	191,818.76	661,818.76	500.00		662,318.76
06/01/2049	500,000	164,206.26	664,206.26	500.00		664,706.26
06/01/2050	525,000	134,831.26	659,831.26	500.00		660,331.26
06/01/2051	555,000	103,987.50	658,987.50	500.00		659,487.50
06/01/2052	590,000	71,381.26	661,381.26	500.00		661,881.26
06/01/2053	625,000	36,718.76	661,718.76			661,718.76
	9,355,000	10,493,024.63	19,848,024.63	27,961.00	200,000	20,075,985.63

BOND SUMMARY STATISTICS

**California School Finance Authority
Charter School Revenue Bonds, Series 2023
(Orange County Educational Arts Academy)
Final Pricing 5/16/23**

	Tax Exempt Bonds	Borrower Equity	Taxable Bonds	Aggregate
Dated Date	05/30/2023	05/30/2023	05/30/2023	05/30/2023
Delivery Date	05/30/2023	05/30/2023	05/30/2023	05/30/2023
First Coupon	12/01/2023		12/01/2023	12/01/2023
Last Maturity	06/01/2053		06/01/2026	06/01/2053
Arbitrage Yield	5.749105%	5.749105%	5.749105%	5.749105%
True Interest Cost (TIC)	5.843554%		7.658404%	5.855052%
Net Interest Cost (NIC)	5.826358%		7.594828%	5.833131%
All-In TIC	6.101629%			6.307726%
Average Coupon	5.769219%		7.000000%	5.773933%
Average Life (years)	20.126		1.933	19.426
Weighted Average Maturity (years)	20.126		1.933	19.426
Duration of Issue (years)	11.595		1.819	11.200
Par Amount	8,995,000.00		360,000.00	9,355,000.00
Bond Proceeds	8,995,000.00		360,000.00	9,355,000.00
Total Interest	10,444,304.63		48,720.00	10,493,024.63
Net Interest	10,547,747.13		52,860.00	10,600,607.13
Total Debt Service	19,439,304.63		408,720.00	19,848,024.63
Maximum Annual Debt Service	664,206.26		151,450.00	664,206.26
Average Annual Debt Service	647,916.83		136,113.97	661,539.57
Underwriter's Fees (per \$1000)				
Average Takedown				
Other Fee	11.500000		11.500000	11.500000
Total Underwriter's Discount	11.500000		11.500000	11.500000
Bid Price	98.850000		98.850000	98.850000

Bond Component	Par Value	Price	Average Coupon	Average Life	Average Maturity Date	Duration	PV of 1 bp change
Taxable Term Bonds (2026)	360,000.00	100.000	7.000%	1.933	05/05/2025	1.823	93.60

BOND SUMMARY STATISTICS

California School Finance Authority
 Charter School Revenue Bonds, Series 2023
 (Orange County Educational Arts Academy)
 Final Pricing 5/16/23

Bond Component	Par Value	Price	Average Coupon	Average Life	Average Maturity Date	Duration	PV of 1 bp change
Tax Exempt Term Bonds (2033)	1,295,000.00	100.000	5.000%	7.045	06/15/2030	5.945	1,010.10
Tax Exempt Term Bonds (2043)	2,800,000.00	100.000	5.625%	15.953	05/12/2039	10.638	3,332.00
Tax Exempt Term Bonds (2053)	4,900,000.00	100.000	5.875%	25.968	05/17/2049	13.572	6,860.00
	9,355,000.00			19.426			11,295.70

	TIC	All-In TIC	Arbitrage Yield
Par Value	9,355,000.00	9,355,000.00	9,355,000.00
+ Accrued Interest			
+ Premium (Discount)			
- Underwriter's Discount	(107,582.50)	(107,582.50)	
- Cost of Issuance Expense		(432,317.50)	
- Other Amounts		176,156.55	
Target Value	9,247,417.50	8,991,256.55	9,355,000.00
Target Date	05/30/2023	05/30/2023	05/30/2023
Yield	5.855052%	6.307726%	5.749105%

FORM 8038 STATISTICS

Tax Exempt Bonds

Dated Date 05/30/2023
 Delivery Date 05/30/2023

Bond Component	Date	Principal	Coupon	Price	Issue Price	Redemption at Maturity
Tax Exempt Term Bonds (2033):						
	06/01/2026	45,000.00	5.000%	100.000	45,000.00	45,000.00
	06/01/2027	155,000.00	5.000%	100.000	155,000.00	155,000.00
	06/01/2028	160,000.00	5.000%	100.000	160,000.00	160,000.00
	06/01/2029	170,000.00	5.000%	100.000	170,000.00	170,000.00
	06/01/2030	180,000.00	5.000%	100.000	180,000.00	180,000.00
	06/01/2031	185,000.00	5.000%	100.000	185,000.00	185,000.00
	06/01/2032	195,000.00	5.000%	100.000	195,000.00	195,000.00
	06/01/2033	205,000.00	5.000%	100.000	205,000.00	205,000.00
Tax Exempt Term Bonds (2043):						
	06/01/2034	215,000.00	5.625%	100.000	215,000.00	215,000.00
	06/01/2035	230,000.00	5.625%	100.000	230,000.00	230,000.00
	06/01/2036	240,000.00	5.625%	100.000	240,000.00	240,000.00
	06/01/2037	255,000.00	5.625%	100.000	255,000.00	255,000.00
	06/01/2038	270,000.00	5.625%	100.000	270,000.00	270,000.00
	06/01/2039	285,000.00	5.625%	100.000	285,000.00	285,000.00
	06/01/2040	300,000.00	5.625%	100.000	300,000.00	300,000.00
	06/01/2041	315,000.00	5.625%	100.000	315,000.00	315,000.00
	06/01/2042	335,000.00	5.625%	100.000	335,000.00	335,000.00
	06/01/2043	355,000.00	5.625%	100.000	355,000.00	355,000.00
Tax Exempt Term Bonds (2053):						
	06/01/2044	375,000.00	5.875%	100.000	375,000.00	375,000.00
	06/01/2045	395,000.00	5.875%	100.000	395,000.00	395,000.00
	06/01/2046	420,000.00	5.875%	100.000	420,000.00	420,000.00
	06/01/2047	445,000.00	5.875%	100.000	445,000.00	445,000.00
	06/01/2048	470,000.00	5.875%	100.000	470,000.00	470,000.00
	06/01/2049	500,000.00	5.875%	100.000	500,000.00	500,000.00
	06/01/2050	525,000.00	5.875%	100.000	525,000.00	525,000.00
	06/01/2051	555,000.00	5.875%	100.000	555,000.00	555,000.00
	06/01/2052	590,000.00	5.875%	100.000	590,000.00	590,000.00
	06/01/2053	625,000.00	5.875%	100.000	625,000.00	625,000.00
		8,995,000.00			8,995,000.00	8,995,000.00

	Maturity Date	Interest Rate	Issue Price	Stated Redemption at Maturity	Weighted Average Maturity	Yield
Final Maturity	06/01/2053	5.875%	625,000.00	625,000.00		
Entire Issue			8,995,000.00	8,995,000.00	20.1262	5.7491%

FORM 8038 STATISTICS**Tax Exempt Bonds**

Proceeds used for accrued interest	0.00
Proceeds used for bond issuance costs (including underwriters' discount)	179,900.00
Proceeds used for credit enhancement	0.00
Proceeds allocated to reasonably required reserve or replacement fund	638,646.21
Proceeds used to refund prior tax-exempt bonds	8,353,971.84
Proceeds used to refund prior taxable bonds	0.00
Remaining WAM of prior tax-exempt bonds (years)	9.9233
Remaining WAM of prior taxable bonds (years)	0.0000
Last call date of refunded tax-exempt bonds	05/30/2023

2011 Form 8038 Statistics

Proceeds used to currently refund prior issues	8,353,971.84
Proceeds used to advance refund prior issues	0.00
Remaining weighted average maturity of the bonds to be currently refunded	9.9233
Remaining weighted average maturity of the bonds to be advance refunded	0.0000

FORM 8038 STATISTICS

Tax Exempt Bonds

Refunded Bonds

Bond Component	Date	Principal	Coupon	Price	Issue Price
2008 Series Bonds:					
TERM_1	10/01/2023	270,000.00	6.750%	99.120	267,624.00
TERM_1	10/01/2024	290,000.00	6.750%	99.120	287,448.00
TERM_1	10/01/2025	310,000.00	6.750%	99.120	307,272.00
TERM_1	10/01/2026	330,000.00	6.750%	99.120	327,096.00
TERM_1	10/01/2027	350,000.00	6.750%	99.120	346,920.00
TERM_1	10/01/2028	375,000.00	6.750%	99.120	371,700.00
TERM_2	10/01/2029	400,000.00	7.000%	99.611	398,444.00
TERM_2	10/01/2030	430,000.00	7.000%	99.611	428,327.30
TERM_2	10/01/2031	460,000.00	7.000%	99.611	458,210.60
TERM_2	10/01/2032	490,000.00	7.000%	99.611	488,093.90
TERM_2	10/01/2033	525,000.00	7.000%	99.611	522,957.75
TERM_2	10/01/2034	565,000.00	7.000%	99.611	562,802.15
TERM_2	10/01/2035	600,000.00	7.000%	99.611	597,666.00
TERM_2	10/01/2036	645,000.00	7.000%	99.611	642,490.95
TERM_2	10/01/2037	690,000.00	7.000%	99.611	687,315.90
TERM_2	10/01/2038	740,000.00	7.000%	99.611	737,121.40
TERM_2	10/01/2039	790,000.00	7.000%	99.611	786,926.90
8,260,000.00					8,218,416.85

	Last Call Date	Issue Date	Remaining Weighted Average Maturity
2008 Series Bonds	05/30/2023	08/14/2008	9.9233
All Refunded Issues	05/30/2023		9.9233

FORM 8038 STATISTICS

Borrower Equity

Dated Date 05/30/2023
 Delivery Date 05/30/2023

Bond Component	Date	Principal	Coupon	Price	Issue Price	Redemption at Maturity
		0.00			0.00	0.00

	Maturity Date	Interest Rate	Issue Price	Stated Redemption at Maturity	Weighted Average Maturity	Yield
Final Maturity						
Entire Issue						5.7491%

Proceeds used for accrued interest	0.00
Proceeds used for bond issuance costs (including underwriters' discount)	0.00
Proceeds used for credit enhancement	0.00
Proceeds allocated to reasonably required reserve or replacement fund	0.00

FORM 8038 STATISTICS

Taxable Bonds

Dated Date 05/30/2023
 Delivery Date 05/30/2023

Bond Component	Date	Principal	Coupon	Price	Issue Price	Redemption at Maturity
Taxable Term Bonds (2026):						
	06/01/2024	125,000.00	7.000%	100.000	125,000.00	125,000.00
	06/01/2025	135,000.00	7.000%	100.000	135,000.00	135,000.00
	06/01/2026	100,000.00	7.000%	100.000	100,000.00	100,000.00
		360,000.00			360,000.00	360,000.00

	Maturity Date	Interest Rate	Issue Price	Stated Redemption at Maturity	Weighted Average Maturity	Yield
Final Maturity	06/01/2026	7.000%	100,000.00	100,000.00		
Entire Issue			360,000.00	360,000.00	1.9333	5.7491%

Proceeds used for accrued interest	0.00
Proceeds used for bond issuance costs (including underwriters' discount)	360,000.00
Proceeds used for credit enhancement	0.00
Proceeds allocated to reasonably required reserve or replacement fund	25,560.05

ESCROW REQUIREMENTS

Tax Exempt Bonds

Dated Date 05/30/2023
Delivery Date 05/30/2023

Period Ending	Interest	Principal Redeemed	Total
05/30/2023	93,971.84	8,260,000	8,353,971.84
	93,971.84	8,260,000	8,353,971.84

Dashboard Local Performance Indicator Report

Self-Reflection 2022-23

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Orange County Educational Arts Academy	Mike Limon, Executive Director	mlimon@oceaa.org

Local Performance Indicator Quick Guide

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

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

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

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

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

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

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

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

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

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

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

- **English Language Arts (ELA) – Common Core State Standards for English/Language Arts – CAASPP Interims, DRA, STAR Reading , EL Education ELA curriculum performance tasks**

- **English Language Development (ELD) (Aligned to Common Core State Standards for ELA)** - EngageNY curriculum speaking and listening performance tasks
- **Mathematics** – Common Core State Standards for Mathematics –CAASPP Interims, STAR Math, Eureka Math module assessments
- **Next Generation Science Standards** –Teacher created performance assessments developed using STEMscopes and Science Alive, interdisciplinary expeditions
- **History-Social Science** - Teacher created performance assessments, DBQ essays & interdisciplinary expeditions
- **Career Technical Education** - OCEAA is working with EL Education to integrate CTE into Crew and science curricula.
- **Health Education Content Standards** – OCEAA is working with EL Education to integrate health content standards into ‘expeditions’ at each grade level.
- **Physical Education Model Content Standards** – Physical Fitness Test
- **Visual and Performing Arts** – National Core Arts Standards Performance Tasks & interdisciplinary expeditions
- **World Language** – Spanish language achievement is assessed using multiple measures, including: Developmental Reading Assessment, Adelante curriculum unit assessments, integrated science/social studies performance tasks & interdisciplinary expeditions.

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

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

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

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

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

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

Other Adopted Academic Standards

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

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

Academic Standards	1	2	3	4	5
Career Technical Education	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
Health Education Content Standards	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
Physical Education Model Content Standards	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
Visual and Performing Arts	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
World Language	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Support for Teachers and Administrators

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

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

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
Identifying the professional learning needs of individual teachers	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
Providing support for teachers on the standards they have not yet mastered	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to

family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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

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

OCEAA conducted an internal school-wide needs assessment which indicated that an overwhelming majority of parents feel like they are welcomed at school by reception staff, teachers, and administration, and feel they have meaningful opportunities to participate in the school. s.

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

Focus area(s) for improvement in Building Relationships Between School Staff and Families are additional opportunities for parents to work alongside school administration in decision making processes. Other areas for improvement are providing quality parent education on topics of interest, adding opportunities for Health Education, and improving contact between teachers and families for Middle School Students.

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

In an effort to support and engage underrepresented families, OCEAA will continue to provide translation support (live and written form), continue to explore other communication approaches to ensure families receive timely & consistent communications and increased community engagement opportunities. Part of data-analysis was to design a system to work on disaggregated data that will be implemented in the next year. This year a big focus was technology support and training to ensure parents had access to the appropriate technologies of communications.

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

As a Two Way Bilingual Immersion school with a staff that is over 95% bilingual, OCEAA naturally engages parents in both Spanish and English. Our Needs Assessment Survey data indicate that an overwhelming majority of parents (3.3 out of 4) agree and strongly agree that OCEAA creates a welcoming environment. ParentSquare is used to communicate regularly with parents. Parent feedback is welcome through formal and informal stakeholder engagement activities, and participation in organizations such as Families Supporting OCEAA (FSO), School Coordinating Council (SCC), ELAC and coffee chats. Parent coffee chats and meetings are in-person and live streamed and archived on social media to increase access. To further explore these areas OCEAA is engaged in a four year partnership with EL Education to increase sociocultural competence across stakeholders through Crew/character development and social justice oriented curricula.

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

In an effort to continue to improve Building Partnerships for Student Outcomes, OCEAA leadership will continue to enhance timely, consistent and more frequent communications. More opportunities to train families on different topics of interest is an area of growth.

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

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

Section 3: Seeking Input for Decision-Making

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

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

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

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

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

OCEAA has active educator partner representation on School Coordinating Council (SCC), ELAC, the OCEAA Board of Directors and Families Supporting OCEAA (FSO). Annual training is provided to support members in participating and engaging effectively in their roles. OCEAA also conducts ongoing school-wide surveys on key initiatives that need a collective decision approach. OCEAA's Needs Assessment Survey showed parents agreeing and strongly agreeing that OCEAA creates opportunities for parents to provide input in decision making (3 out of 4).

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

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

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

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

School Climate (LCFF Priority 6)

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

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

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

OCEAA integrates the principles of Positive Behavioral Interventions and Supports (PBIS), mindfulness, social-emotional learning and multicultural education, with the Crew curriculum. Panorama data affords schoolwide data to both calibrate school culture and climate, and to define trends that require group targeted support; a full-time counselor and a Coordinator for Climate and Culture. Going into 2023-24, OCEAA will refocus on the aspects of growth identified in Panorama data through the design of Theories of Action about growth mindset.

OCEAA continues its partnership with EL Education (ELED). New crew curriculum has been created for all grades with daily meetings, providing professional development in implementing Crew, and transitioning from teaching PBIS school-wide behaviors (organized, respectful, careful, responsible) to school-wide character traits (courage, compassion, perseverance, integrity and collaboration).

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

Disaggregated data showed that parents showed similar responses in the Needs Assessment Survey for EL students and non-EL students.

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

See above

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

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

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

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

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

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

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

N/A

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

N/A

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

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Instruction	1	2	3	4	5
<p>3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.</p>	<p>[Enter 1, if applicable]</p>	<p>[Enter 2, if applicable]</p>	<p>[Enter 3, if applicable]</p>	<p>[Enter 4, if applicable]</p>	<p>[Enter 5, if applicable]</p>
<p>4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.</p>	<p>[Enter 1, if applicable]</p>	<p>[Enter 2, if applicable]</p>	<p>[Enter 3, if applicable]</p>	<p>[Enter 4, if applicable]</p>	<p>[Enter 5, if applicable]</p>

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

Assess the degree of implementation of coordinated service program components for foster youth in your county.

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

Coordinating Services	1	2	3	4	5
<p>1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).</p>	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
<p>2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).</p>	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
<p>7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.</p>	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
<p>8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.</p>	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

School Director Board Update

June 4th, 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:

- Theories of action developed. 📄 Steps to achievement
- First meetings of the new ILT.
- Developed the schedule with dates for testing and for other events
- Professional Development created for pre-service, for new and returning teachers.
- EL Education final evaluation received.
- Materials picked. Eureka Math ordered.

● Hiring:

- All but two positions covered: English Language Arts/Science for 5th grade, and a somewhat flexible lower grade position
- Possibility of not expanding to a fourth cohort of 3rd grade, if needed.
- Still conducting interviews; two this coming Friday

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

- Retention (3 students)
 - We had 5 candidates for retention which we held meetings with parents
 - ◆ 1 student - teacher saw growth and team thought the student was better prepared for 2nd grade
 - ◆ 3 students- parent/guardian declined retention
 - ◆ 1 student - parent agreed that retention is needed
 - We had 2 students that parent / guardian requested

➤ Assessments

- 2022-23 CAASPP
 - All students completed by deadline
 - We had 3 fourth grade parents opt-out their child and 1 seventh grader

- 2023-24 CAASPP & CAST have been calendared for next year.

❖ **EL Coordinator Report:**

- ❖ Reclassifications
 - The last 4 reclassifications were completed; resulting in 25 total in the 2022-23 school year (10% of our English Learners in the 2022-2023 school year)
- ❖ Summative ELPAC testing:
 - Completed on time and some results have already been received
 - These will be analyzed for reclassifications at the start of the school year along with Trimester 3, 2022-2023 grades and for patterns of strength and weakness across OCEAA
- ❖ Initial ELPAC:
 - May be administered during back-to-school registration
 - Materials have already been received

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

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

- Please see a summary of the Case Studies completed in 2022-2023:
 - 📁 2022-2023 Case Study Showcase
 - All grades except for 8th grade completed a Case Study (due to staffing change mid-year).
 - Students in 8th grade did have access to components of a Case Study: a culminating product (essay and oral presentation) focused on an enduring understanding about why people immigrate and a visit from a member of the the OCEAA parent community who works in immigration law.


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:**

- Preliminary data analysis of Panorama survey indicates that there was growth on self-efficacy and growth mindset
 - Find overall data [here](#) - not yet analyzed
- Working on:
 - Crew and Culture [Theory of Action](#)
 - Restructuring Student Leadership Team to OCEAA Ambassadors
 - EL Education National Conference Presenter proposal with support of EL coach
 - Making Panorama results accessible to families

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:**

- Assemblies have been scheduled for the entire year with hopes to offer assembly calendar to families
- Working in partnership with school librarian on the next Literacy Night for T1
- ❖ School Calendar Committee
 -  2023-24 Family Calendar.pdf

❖ **EL Coordinator Report:**

- The new ELAC officers for the 2023-2025 term are:



President,
Ms. Nancy
Juárez
Student in 4.o



Vice President,
Ms. L. Sandra
Cruz
Students in 5.o y 6.o



Secretary,
Ms. Abril
Ángeles
Student in kínder

Parliamentarian,
Mr. Jorge
Torres
Grandchild in 4.o

- President/ Presidenta: Nancy Juárez
- Vice President/ Vicepresidenta: L. Sandra Cruz
- Secretary/ Secretaria: Abril Ángeles
- Parliamentarian/ Parlamentario: Jorge Torres
- The next ELAC meeting will be in September of the 2023-2024 school year.

Data-informed Decision-Making (MKS)

Crew Development

Curriculum Development (HQW)

Analysis of Student Assessment

Faculty Growth Mindset

Standards-Based Year Plan

Case Study Showcase

June 1, 2023



Learning Target

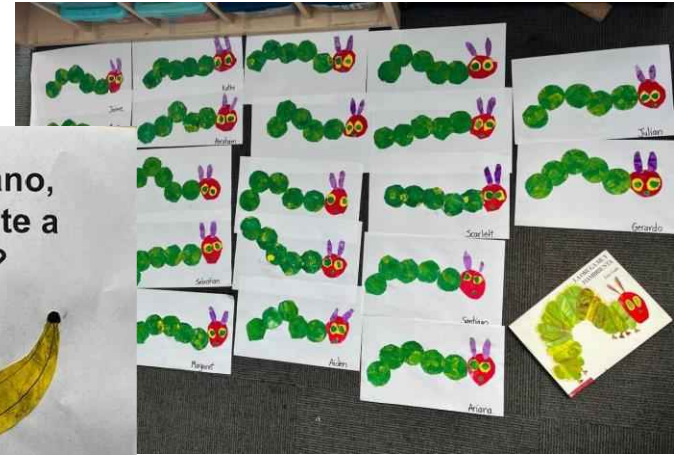


We can celebrate each grade's Case Study progress!

Transitional Kindergarten

¿Cómo podemos mi familia y yo ser consumidores responsables?

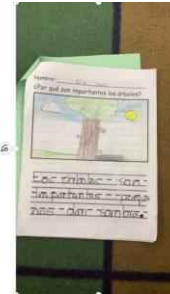
- **SLA, Sci, Art**
- **Fieldwork:** El Salvador Park Community Garden
- **Expert:** Sylvia Levy's cousin, José Pablo, Banana Crop Duster in Costa Rica over a Zoom call
- **Art Integration:** Eric Carle



Kindergarten

¿Qué impacto tenemos en nuestro medio ambiente?

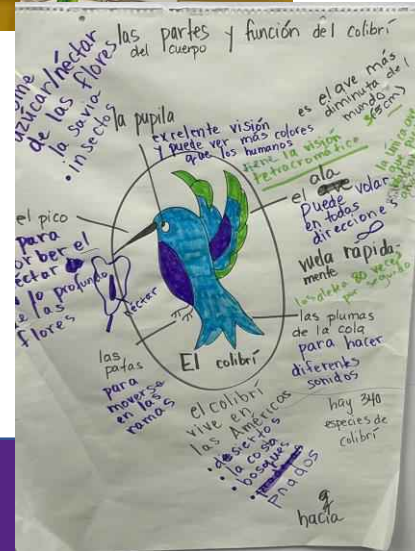
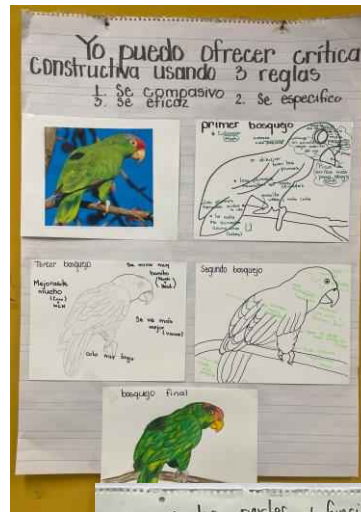
- SLA, Sci, Art
- Fieldwork: Centennial Farms
- Arts Integration: Music with Maestra Pérez-Ugalde



1st Grade

¿Cuáles son algunas de las características del ave más importantes para su sobrevivencia?

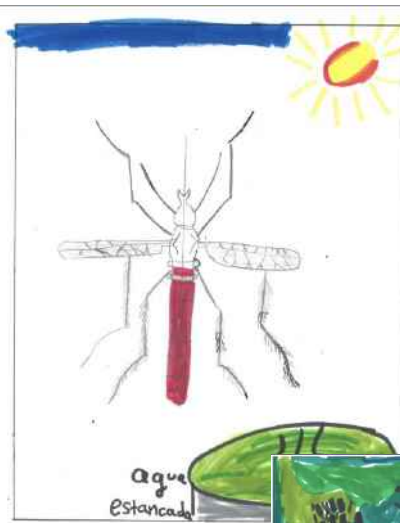
- SLA, Sci, Art
- Exploratory Case Study Opener
- Fieldwork: Irvine Regional Park
- Expert: La Artista Marina, Green Parrot Muralist
- Choice in format of culminating product



2nd Grade

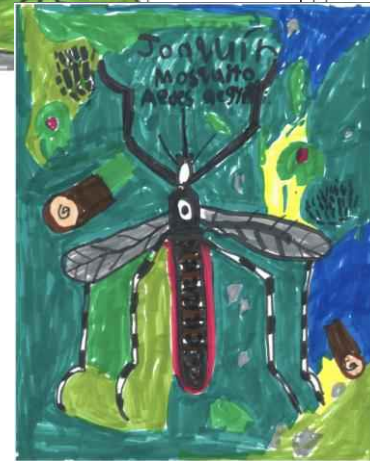
¿Cómo puedo proteger mi comunidad contra los mosquitos Aedes Aegypti?

- ELA, Sci, Art
- Student-inspired format for culminating product (Pokemon card)
- Peer Feedback



Gettman

	Las hembras ponen hasta 100 huevos y se multiplican en lugares donde hay charcos y inundaciones.
	No dejar los bebedores con agua sucia. Si un mosquito te pica ponte miel o jabón en el lugar que te picó o vinagre con ajo o la cebolla y limpiar la agua de los floreros. No tener plantas con agua en las patios.
	Atar en contenedores llegaron de Asia en barco y dentro de los contenedores al adentro otra barbo.
	Solo las hembras pican. Necesitan poner sus huevos en agua estancada.
El hábitat de un mosquito es: Piscina, Saca y llantas abandonadas.	



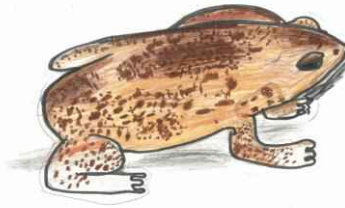
Aaen

	Las hembras ponen hasta 100 huevos y se multiplican en lugares donde hay charcos y inundaciones.
	No dejar los bebedores con agua sucia. Si un mosquito te pica ponte miel o jabón en el lugar que te picó o vinagre con ajo o la cebolla y limpiar la agua de los floreros. No tener plantas con agua en las patios.
	Atar en contenedores llegaron de Asia en barco y dentro de los contenedores al adentro otra barbo.
	Solo las hembras pican. Necesitan poner sus huevos en agua estancada.
El hábitat de un mosquito es: Piscina, Saca y llantas abandonadas.	

3rd Grade

How does the environment impact an animal's adaptations?

- ELA, Sci, Art
- Based on an ELA Module
- Expert: The Reptile Zoo
- Independent research
- Culminating Products: Opinion Essay and Trading Card



Cane Toad

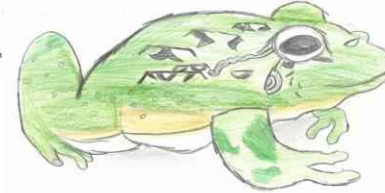
Habitat: The cane toad's Habitat is Amazon basin in South north to the lower Rio Grande Valley in southern Texas.



White's Green Tree Frog

Efren Benavides

It lives in a northern stretch of coastline of Australia



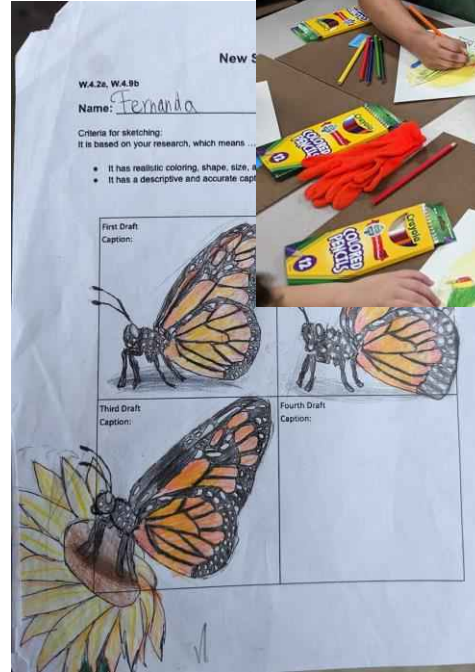
Pixie Frog



4th Grade

How does urban life affect the animals' ability to survive in our habitat?

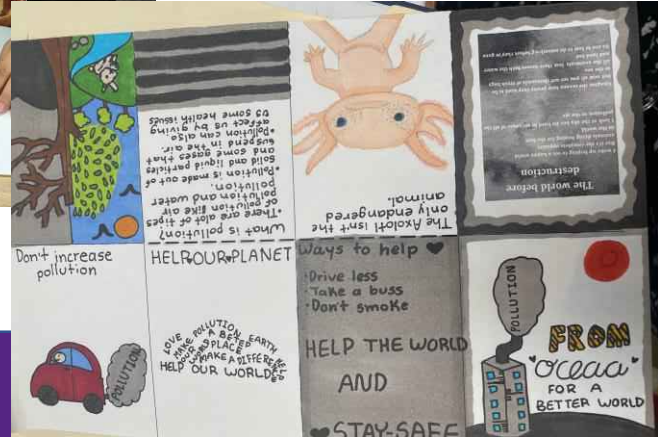
- ELA, Sci, Art
- Based on an ELA Module
- Fieldwork: OC Zoo
- Expert: La Artista Marina, Green Parrot Muralist
- Study of Local animals
- Independent research
- Drafting & Peer Feedback



5th Grade

How do humans have an impact on the diversity and stability of an ecosystem?

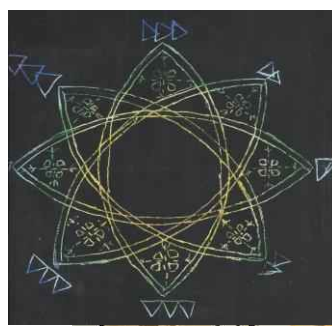
- SLA, ELA, Sci, SS, Art
- Based on an ELA Module
- Fieldwork: Children's Water Festival
- Expert: Jonathan Martínez, Art of the Endangered
- Drafting & Peer Feedback
- Social Justice Lens



6th Grade

¿Cómo contribuyen las personas al desarrollo de la justicia?

- SLA, HSS, Art
- Based on a novel study
- **Expert:** Jamaal Zaheen, Outreach Manager for the Islamic Institute of Orange County
- **Comparison of work of media and text**



Cabezas Ayala 1

Valeria Cabezas-Ayala
Mrs. Lucy Lopez
Espanol
Abril 18 de 2023

¿Cómo contribuyeron Parvana y Malala a sus comunidades?
¿Qué impacto tuvieron sus acciones?

¿Alguna vez has experimentado lo que Malala y Parvana sintieron? De cómo ellas le habían quitado los derechos de la mujer y la educación. Tener un impacto en tu comunidad significa cambiar las vidas de otras personas, para que ellos puedan superar los problemas que tengan. Igual como ser un líder para las personas que tengan pena o miedo y no tengan la valentía de alzar su voz y decir lo que a ellas le está afectando en su vida de niñas y niños. Todo empezó con el libro del Pan de La Guerra y una niña llamada Parvana y que tenía la vida muy difícil. Ella tenía que convertirse en un niño para poder estar en Afganistán libre y ser una niña y poder ir a la escuela para aprender más sobre la vida. También, hay alguien muy importante que se llama Malala que impactó a las vidas de otras niñas de todo el mundo. Para que las niñas tengan toda la educación de la vida. Parvana es una niña muy inteligente y valiente. Ella tuvo que tener tanta perseverancia en su vida porque ella tuvo que hacer el trabajo de su papá mientras que él estaba en la cárcel. Malala es una señora que cambió muchas vidas de las mujeres en el mundo pero lo que verdad impacto a todas las niñas fue como ella no le dio miedo de alzar su voz enfrente de millones de personas y aunque le habían disparado en su



7th Grade

How can we proactively stop/prevent any future pandemics by limiting the spread of airborne illness?

- **ELA, Sci**
- **Based on an ELA Module**
- **Expert:** Cassarda (Sarda) Wright; Researcher within the field of gene editing and cell engineering
- **Engineered Corsi-Rosenthal Boxes** to help filter OCEAA's air



8th Grade

SLA: “¿Por qué emigra la gente?”

ELA: Refugee Experience

- **SLA, ELA**
- **Based on an ELA Module**
- **Expert:** Liliana Rosas, OCEAA parent who works in Immigration Law
- **Essays in Spanish and English, and an oral presentation in Spanish**





ORANGE COUNTY EDUCATIONAL ARTS ACADEMY
CONTRACT FOR BUSINESS AND FINANCIAL SERVICES

This AGREEMENT is hereby made and entered into this 1st day of July, 2023, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92626, hereinafter referred to as SUPERINTENDENT, and Orange County Educational Arts Academy, 825 North Broadway Street, Santa Ana, California 92701, hereinafter referred to as SCHOOL. SUPERINTENDENT and SCHOOL shall be collectively referred to as the Parties.

WHEREAS, the SCHOOL has requested selected business and financial services of SUPERINTENDENT to fulfill or perform defined obligations and duties; and

WHEREAS, SUPERINTENDENT is willing to provide support services as requested by SCHOOL.

NOW, THEREFORE, the Parties hereto mutually agree as follows:

1.0 TERM. This AGREEMENT shall be in full force and effect for the period commencing July 1, 2023, and ending on June 30, 2024, subject to termination as set forth in this AGREEMENT. This AGREEMENT shall automatically terminate in the event that the SCHOOL is revoked, dissolved, abandoned, or closed.

2.0 SCOPE OF WORK. SCHOOL hereby engages SUPERINTENDENT as an independent contractor to perform selected business and financial services and SUPERINTENDENT hereby agrees to perform said work upon the terms and conditions set forth herein. SUPERINTENDENT'S responsibilities shall include the following:

1 2.1 SERVICES PROVIDED BY SUPERINTENDENT FOR CalPERS & CalSTRS
2 RETIREMENT REPORTING.

3 a. SUPERINTENDENT agrees to transmit retirement
4 reporting and processing information, earnings and
5 contributions for current fiscal year for SCHOOL to
6 CalSTRS and/or CalPERS as specified in the SCHOOL'S
7 charter.

8 b. SUPERINTENDENT agrees to coordinate reporting and
9 processing of retirement (CalSTRS and/or CalPERS)
10 information, earnings and contributions for prior
11 fiscal year(s) if not already reported at an
12 additional cost.

13 c. SUPERINTENDENT will serve as contact agency in
14 working with CalSTRS and/or CalPERS in resolving
15 problems and answering questions related to
16 reporting and processing of retirement (CalSTRS
17 and/or CalPERS) information.

18 d. Upon notification from CalPERS or CalSTRS,
19 SUPERINTENDENT will notify SCHOOL of errors and
20 recommend possible resolutions.

21 e. SUPERINTENDENT agrees to provide SCHOOL with
22 training and information for completion of required
23 reports:

- 24 1) Instructions and training will be provided by
25 SUPERINTENDENT'S Retirement Services Unit.
 SCHOOL agrees to send a representative to the

1 next available training following the
2 effective date of this AGREEMENT.

3 2) Training will be provided in all areas
4 necessary for retirement reporting and
5 completion of forms. The following materials
6 and documents will be provided at the
7 training:

8 a) Procedures for completing forms to report
9 CalPERS/CalSTRS payroll information (via
10 secure e-mail or FTP).

11 b) Timelines for submitting reports/
12 conditions.

13 c) CalPERS/CalSTRS Manuals.

14 3) SCHOOL staff will be included in all
15 retirement workshops provided to school
16 districts for ongoing training.

17 4) SCHOOL will be added to mailing list for
18 distribution of information concerning
19 CalPERS/CalSTRS.

20 f. SUPERINTENDENT will forward all Bulletins related to
21 CalPERS/CalSTRS to the Business Manager of SCHOOL or
22 their appointed designee.

23 g. To comply with CalPERS and CalSTRS system
24 requirements, SUPERINTENDENT may be required to
25 modify retirement report information on behalf of
SCHOOL prior to submitting to CalPERS or CalSTRS.

1 SUPERINTENDENT will provide SCHOOL changes in
2 pension contribution amounts for each payroll
3 reporting cycle. SCHOOL access to final report
4 adjustments shall constitute notice to SCHOOL, as
5 employer, in accordance with Education Code Section
6 24616.2(a)(3)(A).

7 3.0 SCHOOL RESPONSIBILITIES. The SCHOOL shall be responsible for the
8 following retirement reporting and processing services:

- 9 a. SCHOOL may employ an outside vendor or payroll service
10 agency to submit monthly retirement reporting
11 information. SCHOOL and vendor or agency will coordinate
12 all reporting with SUPERINTENDENT'S Retirement Services
13 Unit.
- 14 b. SCHOOL agrees to notify SUPERINTENDENT of any changes in
15 outside vendor or payroll services immediately.
- 16 c. SCHOOL shall provide the required retirement system's
17 resolution to SUPERINTENDENT prior to the beginning of
18 retirement reporting and processing.
- 19 d. SCHOOL agrees to adhere to all current and future
20 timelines as established by SUPERINTENDENT for retirement
21 reporting and processes.
- 22 e. SCHOOL is solely responsible for accuracy of all data and
23 compliance with timelines, deadlines, and security in
24 remitting information to SUPERINTENDENT.
- 25 f. SCHOOL will provide SUPERINTENDENT accurate retirement
and payroll data and/or information necessary for

1 completing and implementing reporting and processing of
2 retirement (CalSTRS and/or CalPERS).

3 g. SCHOOL shall send required retirement reporting
4 information on an Excel spreadsheet provided by
5 SUPERINTENDENT via secure e-mail or FTP to the
6 SUPERINTENDENT'S Retirement Services Unit by the 3rd
7 business day of each month.

8 h. Funding to cover employee and district retirement
9 contributions will be transferred from SCHOOL's County
10 Treasury account. If sufficient funding is not available
11 in the SCHOOL's County Treasury account to cover
12 retirement contributions, SCHOOL must wire funds to
13 SUPERINTENDENT by the 3rd business day of each month.
14 This AGREEMENT does not provide for temporary borrowing
15 or transferring of funds from the County Treasury by the
16 SCHOOL.

17 i. SCHOOL shall provide completed CalSTRS and CalPERS forms
18 as requested by SUPERINTENDENT.

19 j. SCHOOL is responsible for providing CalPERS/CalSTRS
20 membership information to employees as required by
21 California Education Code Sections 22455.5, 22460, and
22 22509 and Government Code Sections 20280 through 20309.5.

23 k. SCHOOL is responsible for monitoring employees' earnings
24 and hours for mandatory membership under California
25 Government Code Section 20305 and California Education
Code Sections 22500 through 22504.

- 1 1. SCHOOL is also responsible for monitoring employee
2 membership status with regard to exclusions (Section
3 20300) and choice of election (Section 20309).
- 4 m. SCHOOL is responsible for providing payroll vendor with
5 access to CalPERS and CalSTRS systems for enrolling
6 members and retirees. SCHOOL is responsible for
7 enrolling CalPERS retiree within thirty (30) days of hire
8 in the CalPERS system.
- 9 n. SCHOOL is responsible for monitoring CALPERS/CALSTRS
10 Retirees for post-retirement earnings / hours compliance
11 as per California Education Code Section 22461 and
12 Government Code Section 21229.
- 13 o. SCHOOL shall maintain all payroll/retirement records for
14 employees. These records must be retained indefinitely
15 for adjustment processing purposes.
- 16 p. SCHOOL will designate one of its employees to serve as
17 contact person between SCHOOL and SUPERINTENDENT for
18 matters related to reporting and processing of retirement
19 (CalSTRS and/or CalPERS) information.
- 20 q. SCHOOL will submit CalPERS/CalSTRS required forms,
21 reports and/or file to SUPERINTENDENT according to the
22 SUPERINTENDENT provided schedule.
- 23 r. SCHOOL accepts financial responsibility for all CalPERS,
24 CalSTRS, and/or SUPERINTENDENT fines and penalties
25 resulting from incomplete, inaccurate, or late reports
 and/or inadequate or late deposits.

1 s. SCHOOL accepts financial responsibility for all CalPERS
2 and CalSTRS fees and/or assessments required for
3 participation in pension funds, such as those related to
4 compliance with statements issued by the Governmental
5 Accounting Standards Board (GASB).

6 4.0 PAYMENT.

7 4.1 SCHOOL agrees to pay SUPERINTENDENT the fees for services
8 satisfactorily rendered pursuant to Section 2.0 of this AGREEMENT
9 for the period commencing as of July 1, 2023 and ending June 30,
10 2024. The fees to be paid to SUPERINTENDENT for services rendered
11 are as follows:

12 4.1.1 Retirement reporting and processing fee: Ten
13 dollars and nineteen cents (\$10.19) per Employee
14 per Monthly Payroll.

15 4.1.2 Monthly services will be invoiced quarterly.

16 4.1.3 SUPERINTENDENT may assess fees for late report
17 submission or late deposits in accordance with
18 the schedule in 4.1.3.1. Fees associated with
19 late submission or deposits will be included on
20 quarterly invoice.

21 4.1.3.1 - Schedule of Late Fees

22 Late Report Submission:

23 1 - 7 days late - \$100

24 8+ days late - \$200

25 Late Retirement Funds (deposit):

The lesser of 5% of Funds due or \$500

1 Late Payment for Services:

2 The lesser of 10% of invoiced amount or
3 \$100

4 4.1.4 Payment for services is due thirty (30) days from
5 invoice date. Failure to remit payments on time
6 could delay or terminate services.

7 4.1.5 SCHOOL agrees to designate the person and provide
8 a current billing address for receiving invoices.

9 4.2 Payment shall be made no later than thirty (30) days from
10 the date of SUPERINTENDENT'S invoice. SCHOOL shall direct all
11 payments to: Orange County Superintendent of Schools, P.O. Box 9050,
12 Costa Mesa, California 92628-9050, Attn: Accounts Receivable, or at
13 such other place as SUPERINTENDENT may designate in writing.

14 5.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT is and at all times to
15 be an independent contractor and shall be wholly responsible for the
16 manner in which the services required by the terms of this AGREEMENT
17 are performed. Nothing herein contained shall be construed as
18 creating the relationship of employer and employee, or principal and
19 agent, between SUPERINTENDENT and SCHOOL. SUPERINTENDENT assumes
20 the responsibility for the acts and omissions of its employees or
21 agents as they relate to the services to be provided.
22 SUPERINTENDENT, its officers, agents and employees, shall not be
23 entitled to any rights, and/or privileges of SCHOOL employees and
24 shall not be considered in any manner to be SCHOOL employees.

25 6.0 INDEMNIFICATION/HOLD HARMLESS.

1 A. SUPERINTENDENT hereby agrees to indemnify, defend, and hold
2 harmless SCHOOL, its officers, agents, and employees from liability
3 and claims of liability for bodily injury, personal injury,
4 sickness, disease, or death of any person or persons, or damage to
5 any property, real personal, tangible or intangible, arising out of
6 the negligent acts or omissions of employees, agents or officers of
7 SUPERINTENDENT or the Orange County Board of Education during the
8 period of this AGREEMENT.

9 B. SCHOOL hereby agrees to indemnify, defend, and hold harmless
10 SUPERINTENDENT, the Orange County Board of Education, and its
11 officers, agents, and employees from liability and claims of
12 liability for bodily injury, personal injury, sickness, disease, or
13 death of any person or persons, or damage to any property, real,
14 personal, tangible or intangible, arising out of the negligent acts
15 or omissions of employees, agents or officers of SCHOOL during the
16 period of this AGREEMENT.

17 7.0 NON-DISCRIMINATION. SUPERINTENDENT and SCHOOL agree that they
18 will not engage in unlawful discrimination of persons because of
19 race, color, religious creed, national origin, ancestry, physical
20 handicap, medical condition, marital status, or age or sex of such
21 persons.

22 8.0 APPLICABLE LAW. The services completed herein must meet the
23 approval of the SCHOOL'S general right of inspection to secure the
24 satisfactory completion thereof. SCHOOL agrees to comply with all
25 federal, state and local laws, rules, regulations and ordinances
that are now or may in the future become applicable to SCHOOL,

1 SCHOOL'S business, equipment and personnel engaged in operations
2 covered by this AGREEMENT or occurring out of the performance of
3 such operations.

4 9.0 ASSIGNMENT. SUPERINTENDENT shall not subcontract or assign the
5 performance of any of the services in this AGREEMENT without prior
6 written approval of the SCHOOL.

7 10.0 INSPECTION AND AUDIT. SCHOOL agrees that SUPERINTENDENT shall
8 have access to and right to examine, audit, excerpt, copy or
9 transcribe any applicable records of the SCHOOL pertinent to this
10 AGREEMENT. SUPERINTENDENT agrees that SCHOOL shall have access to
11 and right to examine, audit, excerpt, copy or transcribe any
12 applicable records of the SUPERINTENDENT pertinent to this
13 AGREEMENT. SUPERINTENDENT and SCHOOL shall maintain records of
14 services provided and financial records for a period of five (5)
15 years.

16 11.0 TOBACCO USE POLICY. In the interest of public health,
17 SUPERINTENDENT provides a tobacco-free environment. Smoking or the
18 use of any tobacco products are prohibited in buildings and
19 vehicles, and on any property owned, leased or contracted for by the
20 SUPERINTENDENT pursuant to SUPERINTENDENT Policy 400-7. Failure to
21 abide with conditions of this policy could result in the termination
22 of this AGREEMENT.

23 12.0 TERMINATION. This AGREEMENT may be terminated by SUPERINTENDENT
24 or SCHOOL, with or without cause, upon the giving of thirty (30)
25 days prior written notice to the other party.

1 13.0 NOTICES. All notices or demands to be given under this
2 Agreement by either party to the other shall be in writing and given
3 either by: i) Personal service, or ii) U.S. Mail, mailed either by
4 registered or certified mail, return receipt requested, with postage
5 prepaid. Service shall be considered given when received if
6 personally served or, if mailed, on the third (3rd) day after
7 deposit in any U.S. Post Office. The address to which notices or
8 demands may be given by either party may be changed by written
9 notice given in accordance with the notice provisions of this
10 section. As of the date of this AGREEMENT the addresses of the
11 parties are as follows:

12 SCHOOL: Orange County Educational Arts Academy
13 825 North Broadway Street
14 Santa Ana, California 92701
Attn: _____

15 SUPERINTENDENT: Orange County Superintendent of Schools
16 200 Kalmus Drive
Costa Mesa, California 92626
Attn: Patricia McCaughey

17 14.0 SEVERABILITY. If any term, condition or provision of this
18 AGREEMENT is held by a court of competent jurisdiction to be
19 invalid, void, or unenforceable, the remaining provisions will
20 nevertheless continue in full force and effect, and shall not be
21 affected impaired or invalidated in any way.

22 15.0 GOVERNING LAW. The terms and conditions of this AGREEMENT
23 shall be governed by the laws of the State of California, with venue
24 in Orange County, California.

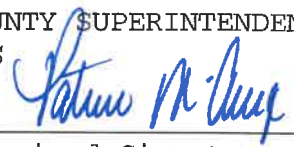
25 16.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits
attached hereto constitute the entire agreement between

1 SUPERINTENDENT and SCHOOL regarding the services and any agreement
2 made shall be ineffective to modify this AGREEMENT in whole or in
3 part unless such agreement is embodied in an Amendment to this
4 AGREEMENT which has been signed by both Parties. This AGREEMENT
5 supersedes all prior negotiations, understandings, representations
6 and agreements.

7 IN WITNESS WHEREOF, the Parties hereto have caused this
8 AGREEMENT to be executed.

9 SCHOOL: ORANGE COUNTY EDUCATIONAL
10 ARTS ACADEMY

ORANGE COUNTY SUPERINTENDENT
OF SCHOOLS



11 BY: _____
12 Authorized Signature

BY: _____
Authorized Signature

13 PRINTED NAME: _____

PRINTED NAME: Patricia McCaughey

14 TITLE: _____

TITLE: Administrator

15 DATE: _____

DATE: May 12, 2023

16 OC Educational Arts Academy-Business&FinancialServices(10003451)24
17 ZIP16

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

June 2023

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

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

The following is a summary of findings following review and comparison of a sampling of total compensation levels received by educational leaders in Southern California. Compensation figures are from the State Controller's Office or from the Internal Revenue Service (Form 990) for the 2020 and 2021 calendar years (the most recent available). Student enrollment figures are from the California School Dashboard for the 2022 calendar year. The Executive Director of Orange County Educational Arts Academy oversees one charter school in Orange County with a total population of approximately 593 students. Based on these facts, this study compared salary packages of similarly situated public school leaders. The seven (7) charter schools and one (1) public school surveyed in this summary have an average population of approximately 616 students.

Of the educational leaders sampled, the average total compensation package (base salary plus other compensation) is approximately \$180,421. The average base salary is approximately \$157,337. The range of base salary is \$133,021 to \$206,897. Salaries can range based on many factors such as experience, tenure at the school, student populations, staff size, and location of the charter school.

These salaries are from the 2021 calendar year. As a result, conservatively adding 5% for each year to reach updated figures for the 2023-2024 school year would provide an average total compensation of \$198,463, and an average base salary of \$173,071.

El Sol Science and Arts Academy of Santa Ana (Orange County)	936 Students
Executive Director	
Total Compensation Package	\$208,463
Base Salary	\$171,172
Other Compensation (Benefits and Retirement)	\$37,291
Community Roots Charter School (Orange County)	745 Students
Executive Director	
Total Compensation Package	\$147,582
Base Salary	\$137,380
Other Compensation (Benefits and Retirement)	\$10,202
Journey Charter School (Orange County)	513 Students
School Director	
Total Compensation Package	\$170,107
Base Salary	\$133,021
Other Compensation (Benefits and Retirement)	\$37,086
Samueli Academy (Orange County)	806 Students
Executive Director	
Total Compensation Package	\$238,533
Base Salary	\$206,897
Other Compensation (Benefits and Retirement)	\$31,636
Marian Burgeson Elementary School (Orange County)	479 Students
Principal	
Total Compensation Package	\$202,387
Base Salary	\$159,460
Other Compensation (Benefits and Retirement)	\$42,927
Darnall Charter School (San Diego County)	518 Students
CEO	
Total Compensation Package	\$150,323
Base Salary	\$150,053
Other Compensation (Benefits and Retirement)	\$270
Keiller Leadership Academy (San Diego County)	583 Students
Executive Director	
Total Compensation Package	\$136,883
Base Salary	\$136,638
Other Compensation (Benefits and Retirement)	\$245
Integrity Charter (San Diego County)	345 Students
Executive Director	
Total Compensation Package	\$189,092
Base Salary	\$164,078
Other Compensation (Benefits and Retirement)	\$25,014

AT-WILL EMPLOYMENT AGREEMENT
Between
ORANGE COUNTY EDUCATIONAL ARTS ACADEMY & MIGUEL LIMON

THIS EMPLOYMENT AGREEMENT (“Agreement”) is entered into by and between the above-named employee (“Employee”) and the Governing Board (“Board”) of Orange County Educational Arts Academy (“OCEAA”), a California public charter school approved by the Santa Ana Unified School District (the “District”). The Board desires to hire employees who will assist OCEAA in achieving the goals and meeting the requirements of OCEAA’s charter, and implementing OCEAA’s purposes, policies, and procedures. The parties recognize that OCEAA is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992.

WHEREAS, OCEAA and Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

A. STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL EMPLOYMENT

1. OCEAA has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600, *et seq.* OCEAA has been duly approved by the District, according to the laws of the State of California.
2. Pursuant to Education Code section 47604, OCEAA has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-Profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 *et seq.* of the Corporations Code). As such, OCEAA is considered a separate legal entity from the District, which granted the charter. The District shall not be liable for any debts and obligations of OCEAA, and the employee signing below expressly recognizes that he is being employed by OCEAA and not the District.
3. Pursuant to Education Code section 47610, OCEAA must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.
4. OCEAA shall be deemed the exclusive public school employer of the employees at OCEAA for purposes of Government Code section 3540.1.

B. EMPLOYMENT TERMS AND CONDITIONS

1. **Duties**

The Employee shall work in the position of Executive Director. The Employee will perform the duties outlined in the Executive Director job description, as well as any additional duties reasonably assigned by OCEAA. The Employee shall uphold and comply with OCEAA’s charter and its policies and procedures as adopted and amended from time to time.

A copy of the job description for the above position is attached hereto and

incorporated by reference herein. These duties may be amended from time to time in the sole discretion of OCEAA.

2. **Work Schedule**

The minimum daily work schedule for this full-time position shall be Monday through Thursday, 8:00 a.m. to 4:00 p.m., and every other Friday, 8:00 a.m. to 12:00 p.m. Additionally, the Executive Director position is a year-round job role. While the Employee shall generally be available during this time period, the duties of this exempt position may require work on weekends, and work before or after the regular hours of the workday or year.

Workdays for Employee shall be consistent with the applicable calendar of workdays for this position. The current year schedule is attached hereto and incorporated by reference herein.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with OCEAA.

3. **Compensation**

The annual compensation for this position shall be \$145,000, subject to all regular withholdings, and paid once monthly over twelve (12) months. The Employee's compensation may be prorated depending on whether they remain employed, or in active work status, for the entire year. As an exempt employee, the Employee shall not be eligible to earn overtime.

4. **Benefits:**

a. **Health/Retirement Benefits.** At OCEAA's expense, the Employee shall be afforded such health and other benefits of employment as shall be granted to OCEAA's other employees, including entitlement to participation in PERS. Additionally, the Employee has the option to participate in a 403(b) retirement account.

b. **Paid Time Off.** The Employee shall be entitled to forty (120) hours of Paid Time Off per work year. The Employee may accrue and roll over up to (120) hours of Paid Time Off. Once the cap is reached, no further Paid Time Off shall accrue until the Employee uses Paid Time Off and falls below the cap. The Employee shall schedule Paid Time Off in consultation with the Board or Board Chair.

c. **Paid Sick Leave.** The Employee shall receive forty (40) hours of Paid Sick Leave per work year. Paid Sick Leave is otherwise governed by the Employee Handbook.

5. **Performance Evaluation**

The Board shall evaluate the performance of the Employee at least once annually. This evaluation shall be based on the job description, the performance objectives as defined in this Agreement, and the criteria discussed with the Employee by the Board at the start of each school year. If applicable, the evaluation shall include recommendations as to areas of improvement in all instances where the Board deems such to be necessary or appropriate. A copy of the written evaluation shall be delivered to the Employee and they shall have the right to make an oral or written response to the evaluation. Within thirty (30) days of the delivery of the written evaluation to the Employee, the Board shall meet with the Employee to discuss the evaluation. Failure to evaluate the Employee shall not impair the Board's ability to release the Employee on an at-will basis as outlined below.

6. **Employee Rights**

Employment rights and benefits for employment at OCEAA shall only be as specified in this Employment Agreement, OCEAA's charter, the Charter Schools Act and OCEAA's Employee Handbook, which from time to time may be amended and modified by OCEAA. Employment rights and benefits may be affected by other applicable agreements or directives or advisories from the California Department of Education or the State Board of Education. During the term of this Agreement, Employee shall not acquire or accrue tenure, or any employment rights with OCEAA.

7. **Licensure**

The Employee understands that employment is contingent upon verification and maintenance of any applicable licensure and/or credentials.

8. **Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. By executing this Agreement, the Employee acknowledges they are a child care custodian and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

9. **Fingerprinting/TB Clearance**

Fingerprint clearance for Employee will be acquired through submitting the Employee's fingerprints to the California Department of Justice. The Employee will be required to assume the cost of all fees related to the fingerprinting process.

The Employee will be required to submit evidence from a licensed physician and/or licensed entity that they were found to be free from tuberculosis risk factors, or active tuberculosis, if risk factors were identified. Both clearances must be in place prior to the first day of service.

10. **Conflicts of Interest**

The Employee understands that, while employed at OCEAA, they will have access to confidential and proprietary information. The Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or school that will in any way conflict with their employment with OCEAA.

11. **Outside Professional Activities**

Upon obtaining prior written approval of the Board, the Employee may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. OCEAA shall in no way be responsible for any expenses attendant to the performance of such outside activities.

12. **Expense Reimbursement**

OCEAA shall reimburse the Employee for all documented actual and necessary expenses personally incurred within the scope of employment in accordance with applicable OCEAA policy and authorization.

13. **Required Contract Provisions**

The following provisions are required to be included in this Agreement by the California Government Code:

a. **Limitations on Cash Settlement**

In no case upon termination of this Agreement shall the maximum cash settlement exceed an amount equal to the monthly salary of the Employee multiplied by twelve (12).

b. **Required Reimbursements**

The Employee shall be required to reimburse OCEAA for any salary or fees they receive from OCEAA in relation to their placement on paid administrative leave pending criminal charges if they are convicted of a crime involving the abuse of office/position. Regardless of the term of this Agreement, if the Agreement is terminated, the Employee must reimburse OCEAA for any cash settlement they receive in relation to their termination if they are convicted of a crime involving the abuse of office/position.

C. EMPLOYMENT AT-WILL

OCEAA may terminate this Agreement and the Employee's employment at any time with or without cause, with or without advance notice, at OCEAA's sole and unreviewable discretion. Either party may immediately terminate this Agreement and the Employee's employment upon written notice to the other party.

The Employee also may be demoted or disciplined and the terms of their employment may be altered at any time, with or without cause, at the discretion of OCEAA. No one other than the Board has the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to the term of this Agreement, and any such agreement must be in writing and must be signed by the Board and by the affected employee and must specifically state the intention to alter this "at-will" relationship.

In the event of charter revocation or non-renewal, all contractual obligations under this Agreement cease immediately upon the effective date of revocation or non-renewal.

D. GENERAL PROVISIONS

1. Waiver of Breach

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. Assignment

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

3. Governing Law

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

4. Partial Invalidity

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions hereof will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

E. ACCEPTANCE OF EMPLOYMENT

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with OCEAA on the terms specified herein.
2. All information I have provided to OCEAA related to my employment is true and accurate.
3. A copy of the job description is attached hereto.
4. This is the entire agreement between OCEAA and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature: _____ Date: _____

OCEAA Approval:

Dated: _____
Carmen Aparicio, Board Chair

***This Employment Agreement is subject to ratification
and approval by the Governing Board of OCEAA.***



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orange County Educational Arts Academy (OCEAA)	Mike Limón Executive Director	mlimon@oceaa.org (714) 619-2966

Plan Summary 2023-24

General Information

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

Founding, Mission and Student Body

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

For the 2022-23, the enrollment was 606 students in TK-8. Based on the demographic details from the Dashboard, the student population was 94.8% Hispanic/Latino, 3.7% White, 0.8% Two or More Races, and less than 1% each of other identified federal categories. As a percentage of total enrollment, OCEAA students were 67% Socioeconomically Disadvantaged, 45.7% English Learners, 9.1% Students with Disabilities, and 2.9% Homeless Youth. (Source: [2021 CA School Dashboard](#))

High Impact Partnership and Vision

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

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

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

Program Description and Educational Philosophy

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

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

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

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

Reflections: Successes

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

1. Connections with families.

OCEAA has reinstated multiple platforms for families to participate and be decision-makers in the school. ParentSquare and PowerSchool are tools for parents, staff, and faculty to communicate. 99.7% of students were reached through ParentSquare. Only two questions in the Family Needs Assessment Survey (administered in February 2023) were scored "Disagree" or "Strongly Disagree" ("I feel that the MIDDLE SCHOOL (6th-8th) teachers and administrators work collaboratively with families and offer a variety of opportunities for parents to participate in the school community," and "I am satisfied with the instruction in ADOLESCENT HEALTH (for pre-adolescents & adolescents; mental and physiological changes, etc.>"). Parents scored OCEAA very highly (most common scores "Agree" or "Strongly Agree") in communication and support with teachers, reception, other staff, and administration. Quality of instruction was also scored highly. A robust protocol for volunteering was instituted. More than 100 events have been offered this year, many with parent participation. Attendance in assemblies has averaged 40 to 80 parents, and the two major performances hosted 200 to 400 spectators each. The fall and winter festivals had participation from over 400 family members. Our biggest fundraiser event of the year, the Jog-a-Thon, raised the greatest amount of funds in the history of OCEAA.

2. **Building with data.**

In accordance with participation of new staff members in the Multi-Tiered Systems of Support (MTSS) and the new protocol of universal, supplemental, and intensified continuum, OCEAA has initiated the design of a data-informed decision-making process that will be implemented in the following years. The focus of 2022-2023 was to develop the process after careful self-assessment with the Fidelity Integrity Assessment (FIA), supported by experts in the field from Orange County Department of Education (OCDE). The goals of that data-informed decision making will be linked to the theory of action items for 2023-2024: long-term integration curriculum plan, fostering growth mindset, and utilizing data from student engaged assessment to inform instruction. These are also responsive to the EL Education mid-year and end-of-year review findings. The structure of the Instructional Leadership Team (ILT) and the roles and responsibilities of its members have been designed around the Theories of Action to support their actions on data-informed decisions about teaching and learning. For 23-24, ILT will include representatives of Special Education, all grade levels, and the Academic Leadership Team. In 2022-2023, OCEAA used Panorama survey data from faculty and students to inform decisions about sociol-emotional needs and the general climate of the school. As a result, decisions about school-wide needs have informed the development of the Theory of Action goals for the coming school year, and students have been identified for individual and group support. Student Success Team (SST) processes for academics and behavior have been standardized to include data about interventions and their effectiveness.

3. **Curricular Evolution.**

As part of the credentialing process for EL Education, OCEAA has completed a case study (focused projects that integrate multiple subject areas, are guided by an essential question, and offer opportunities for student-guided research and exposure to experts and fieldwork) per grade level. A Crew Curriculum integrated with the Social Justice standards published by Learning for Justice has been developed and implemented, and will continue to be developed in the coming school years. The Crew Curriculum includes components of academic and character goal-setting and reflection that foster a sense of belonging. Two research-based, standard-based curricula were presented to all stakeholders for review, and eventually voted for adoption: Heggerty Phonemic Awareness has been adopted to support both Spanish and English instruction in the lower grades (TK-4th), and The Art of Education's FLEX curriculum has been adopted to support visual arts integration in all grades. Professional Learning Communities (PLCs) have worked on offering students greater opportunities to reflect meaningfully on academic tasks in service of developing a growth mindset and agency in their learning, and later on the vertical alignment of instruction of Expository Writing in both Spanish and English. Implementation of Eureka and Eureka Squared was observed through walkthroughs by the Instructional Leadership Team members, and an increase in student-engaged assessment was determined as a goal. This stemmed from the Theory of Action for Mastery of Knowledge and Skills (MKS) designed in 2022-2023 for 2023-2024.

Reflections: Identified Need

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

1. **Attendance data shows our average daily attendance at OCEAA is below the pre-pandemic average in absences and tardies, and the general numbers have plateaued.**

OCEAA has used a School Attendance Review Board (SARB) process, some incentivizing, and has presented community partners with information regarding the negative effects (academic, socio-emotional, and economic), of absences and tardies. Those have not impacted data in the desired way, and attendance has stayed around 88% of ADA.

- a. As planning for 2023-2024 is underway, more intentional efforts to track and improve attendance will be the priority. Those should include multiple opportunities of support for families as part of the SARB process or outside of that process, incentives both at a classroom- and school-level, and a modification to accountability procedures for late arrivals to ensure all community partners understand the importance of attendance. Recognition of attendance will continue, and will be further incentivized. Potential consequences of attendance as delineated by the parent handbook will be reviewed with families, and closely monitored. OCEAA leadership is exploring web-based systems to support with intentional attendance tracking, reporting, planning and family communications with the goal to increase attendance.

2. **STAR data trends are inconsistent both horizontally (same grades, different trimesters), and vertically (different grades, same trimester). OCEAA's charter petition informs student improvement with this data gathering tool, and performance trends need close monitoring.**

For 23-24, and in alignment with the Theory of Action goals of assessment and curriculum implementation, Instructional Leadership Team members will be leads for their grade level teams, and will support data-informed decision making around levels of performance. Those will be designed around different evaluation tools, STAR and Panorama data included, and will happen at a student, teacher, grade level, and school wide levels. To support teacher effectiveness, the evaluation system will be linked to the EL Education Core Principles and the California Teaching Standards components; the evaluation system will be designed around selected areas of teacher growth, connection to research-based practices for that specific area of growth, and discussions with colleagues with similar goals for common support. Assessment in instruction became an area of growth for 22-23 as per the observations of the Instructional Leadership Team. The implementation of robust techniques of assessment in instruction in the classroom will become goals for 23-24, among those checking for understanding, exit slips, and the use of the tools already included in the available curriculum. Our Theory of Action goal of assessment and curriculum implementation will support this effort at a classroom level.

3. **Retention of staff, faculty and otherwise.**

In mid-year meetings, teachers shared their intent to not return to the school due to salary. Grade-level relationships and connections with OCEAA were positive, but salaries were considered not commensurate with that of other similar, surrounding districts. Attrition adds complexity to professional development and induction efforts, and impacts long-term implementation, such as the EL Education accreditation process.

LCAP Highlights

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

There were no major changes to the LCAP for this cycle. Last year OCEAA modified the actions and made minor tweaks to goals to align with the 8th state priorities. Those changes also were made to ensure the fiscal management aspect aligned with the LCAP Action Tables. Also, a few new key features to this LCAP are the updated data metrics that are visible side by side for comparison. This year, there were minor changes to specific roles within the organization.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

OCEAA has active educator partner representation on School Coordinating Council (SCC), ELAC, the OCEAA Board of Directors and Families Supporting OCEAA (FSO). Annual training is provided to support members in participating and engaging effectively in their roles. OCEAA also conducts ongoing school-wide surveys on key initiatives that need a collective decision approach. OCEAA's School-wide Needs Assessment Survey showed parents agreeing and strongly agreeing that OCEAA creates opportunities for parents to provide input in decision making (3 out of 4).

The leadership conducted several rounds of engagement with the following partners to provide the ongoing updates and also engaged partners in a reflective process on what potential areas of focus or modifications should be made to the actions and metrics for the 2023-24 academic year when it comes to the LCAP.

- Classified personnel (office staff, paraprofessionals, custodial)
- Instructional Staff (Teachers, Coaches, Administrators), this is done through various Business Updates presented during Professional Development and through the work at the monthly budget committee, which has teachers on it.
- Parents/Guardians: School Coordinating Council, Coffee Chats, English Learner Advisory Committee, all held monthly.

OCEAA also hosted a "State of OCEAA: Business Update to Community,": view here : <https://youtu.be/EZ1Bj2h9z90>

A summary of the feedback provided by specific educational partners.

- 3Classified & Certificated: Need for socio-emotional support and ongoing safety training (hosted all staff active shooter training in 22-23), Differentiated approach to professional development.
- Parents/Guardians: More opportunities for Art education and a modification of Health Education. Increased opportunities for communication with faculty about standards students will be covering.
- Program Partners: *EL Education* works on connecting the Theories of Action with the Work Plan Goals so Faculty Growth Mindset, Standard Based Year Plans, and Analysis of Student Assessment Data support students achievement and EL Education credentialing.
- Board of Directors: Focus on student achievement and develop systems to ensure sustainability

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

The Theory of Action SMART goals were modified according to leadership members self-assessment through the Fidelity and Integrity Assessment (FIA), conducted in connection with OCDE, and modified based on the feedback offered by faculty and parents about the need for more curricular opportunities about Art.

Based on the feedback from parents and staff, we added numerous opportunities of interaction and participation in school to increase connectedness (assemblies, performances, fairs, literacy nights...)

Goals and Actions

Goal 1. Conditions of Learning

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SARC Teacher Credentialing Data Teacher Credentialing & Assignments [Priority 1 Basic Services - CA Dashboard Local Indicator]	2020-21 SY 31 Full Credential 0 Without Full Credential 1 Teaching Outside of Subject Area of Competence (with full credential) 0 Misassignments 0 Vacancies (Source: 2019-20 SARC)	96% - % Full Credential 1 - # Teaching Outside of Subject Area 4 - # Misassignments 0 - # Vacancies	92% - % Full Credential 2 - # Teaching Outside of Subject Area 2 - # Misassignments 0 - # Vacancies		2023-24 SY 100% Full Credential 0% Teaching Outside of Subject Area 0% Misassignments 0% Vacancies
SARC Instructional Materials Data (includes hard copies and digital subscriptions)	0% Students without access to own copies of standards-aligned instructional materials	0% Students without access to own copies of standards-aligned instructional materials	0% Students without access to own copies of standards-aligned instructional materials		2023-24 SY 0% of students lacking own assigned copy of textbooks and other instructional materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards-Aligned Instructional Materials [Priority 1 Basic Services - CA Dashboard Local Indicator]	2020-21 CA Dashboard Local Indicators	(Quality, Currency, Availability of Textbooks and Other Instructional Materials for 2021-22 as reported in the CDE SARC in February 2022)	(Quality, Currency, Availability of Textbooks and Other Instructional Materials for 2021-22 as reported in the CDE SARC in February 2023)		
Course enrollment in PowerSchool Access and enrollment in a Broad Course of Study [Priority 7 Course Access - CA Dashboard Local Indicator]	100% of students are enrolled in a broad course of study including arts and world language (Spanish)	100% of students are enrolled in a broad course of study including arts and world language (Spanish)	100% of students are enrolled in a broad course of study including arts and world language (Spanish)		100% of students enrolled in a broad course of study including arts and world language (Spanish)
SARC Facility Good Repair Status Facility in Good Repair (CA Facilities Inspection Tool “FIT”) [Priority 1 Basic Services - CA Dashboard Local Indicator]	2020-21 SY 0 Instances where facility did not meet the “Good Repair” standard 2020-21 CA Dashboard Local Indicators	Overall Facility Rating: “Good” (School Facility Conditions - FIT conducted in December 2021 and reported in the CDE SARC in February 2022)	Overall Facility Rating: “Good” (School Facility Conditions - FIT conducted in December 2021 and reported in the CDE SARC in February 2023)		2023-24 SY Overall Facility Rating: Good
Instructional Technology - Teachers & Classrooms	Promethean/ Smartboards in all K-3 and 5th grade classrooms	<ul style="list-style-type: none"> Promethean/ Smartboards in all K-8th grade classrooms Wireless Access Points (WAP) in every classroom All teachers provided with laptop 	<ul style="list-style-type: none"> Promethean/Smartboards in all classrooms in good working order; All WAPs in good working condition All teachers have school-provided laptop in good working order 		Maintain: <ul style="list-style-type: none"> Promethean/Smartboards in all classrooms in good working order; All WAPs in good working condition All teachers have school-provided laptop in good working order
Instructional Technology – Student: Device ratio & Promethean/Smartboards Student Device Ratio 1:1/Good Working Order	<ul style="list-style-type: none"> iPads (Grades TK-K) Chromebooks (Grades 1-8) 	<ul style="list-style-type: none"> iPads (Grades TK-K) Chromebooks (Grades 1-8) 	<ul style="list-style-type: none"> iPads (Grades TK-K) Chromebooks (Grades 1-8) 1:1 Structure in place 		Maintain: Student Device Ratio 1:1/Good Working Order <ul style="list-style-type: none"> iPads (Gr. TK-K) Chromebooks (Gr. 1-8)

Actions

Action #	Title	Description	Total Funds	Contributing
1.01	Staffing – Certificated	<p>Maintain an effective and knowledgeable instructional leadership team to ensure high-quality implementation of state-standards and instructional strategies to address the academic as well as socio-emotional needs of students; efficient management of the school (Costs include salaries and benefits)</p> <ul style="list-style-type: none"> ● School Director ● Assessment and Intervention Coordinator ● School Culture and Character Coordinator ● Dual Language Immersion Curriculum & Instruction Coordinator ● Bilingual Psychologist ● Bilingual Counselor <p>Attract and retain high quality, credentialed bilingual teachers to staff OCEAA's 90:10 Dual Language Immersion program, providing standards-based instruction and tiered interventions before or after school.</p> <p>Provide credentialed teachers at all grade levels (including salaries and benefits)</p> <ul style="list-style-type: none"> ● TK through Grade 5 ● Grades 6-8 ● Special Education 	\$4,600,729	Yes

Action #	Title	Description	Total Funds	Contributing
1.02	Staffing – Classified	<p>Maintain an effective and knowledgeable instructional leadership team to ensure high-quality implementation of state-standards and instructional strategies to address the academic as well as socio-emotional needs of students; efficient management of the school (Costs include salaries and benefits)</p> <ul style="list-style-type: none"> ● Executive Director ● Business Manager or Controller ● Human Resource Manager <p>Attract and retain high quality bilingual staff who provide critical operations support across multiple departments (reception, enrollment, HR, accounting, database coordination, etc.) and direct support to families of low income, English Learner and Homeless students.</p> <ul style="list-style-type: none"> ● Operations Manager ● Facilities Manager ● Support Staff (Technology, Health, Accounting, Reception, Office) ● Custodial Staff ● Nutrition Services Manager ● After School Programs/Activities Manager 	\$1,891,414	Yes
1.03	Staffing – Paraprofessionals	<p>Intervention Aides for English/Language Arts and Mathematics: Provide Intervention aides under the supervision of the Instructional Coaches</p> <ul style="list-style-type: none"> ● 2 literacy intervention aides ● 2 math intervention aides <p>TK-K Classroom Instructional Aides: Provide up to 6 classroom instructional aides to provide assistance principally to English learners and low-income students to ensure full access to the core curriculum.</p>	\$1,144,724	Yes
1.04	Additional Special Education Services	Provide Special Education services as required by law as a member of the EI Dorado Charter SELPA. These expenses are above & beyond the costs not captured with internal employees, this is external certificated consultants.	\$205,554	No
1.05	Standards-aligned Instructional Materials	Provide ample instructional materials/curricula including consumable materials. Purchase standards-aligned instructional materials required to implement high quality core instruction in Spanish & English language arts, math, science, social studies, and the arts. Includes consumables, textbooks, trade books and digital subscriptions (e.g., STEMscopes, Eureka, Adelante).	\$139,050	No

Action #	Title	Description	Total Funds	Contributing
1.06	Facilities & Maintenance	Facilities operations costs <ul style="list-style-type: none"> • Leases/Mortgages • Maintenance supplies 	\$1,038,170	No
1.07	Nutrition & Wellness	Provide at least two nutritionally adequate meals to students during the regular instructional day, and during weekly after school programming	\$340,000	Yes
1.08	Technology – Teachers & Classrooms	Ensure each certificated staff member has the tools necessary to deliver high-quality and engaging instruction to students <ul style="list-style-type: none"> • Laptops • Document cameras • Promethean Boards • Wireless access points (WAPs) • Device Storage Carts/Charging Stations 	\$40,000	No
1.09	Technology – Students	Ensure each student is provided with an age-appropriate technology device/peripherals and maintain all devices in good working order <ul style="list-style-type: none"> • iPads (TK-K) • Chromebooks (Grades 1-8) • Headphones • Additional iPad chargers • Additional Chromebook chargers 	\$55,000	Yes
1.10	Data Management/Student Information System, Local Assessments (State-verified data), & Digital Curriculum/materials	Student information system <i>PowerSchool</i> data system annual contract Contracts to provide local assessment system and supporting resources <ul style="list-style-type: none"> • Illuminate • Freckle • Educlimber • STAR Renaissance Reading and Mathematics • Benchmark Adelante • Ellevation 	\$144,903	Yes
1.11	Integration of Technology	Support to teachers and students with integrating technology and mastering ISTE standards, with an emphasis on ensuring all student groups achieve technological literacy.	0	Yes

Goal Analysis for 2022-23

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

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

For 2022-2023, the academic leadership structure was modified to align it to the three dimensions of learning part of EL Education, mastery of knowledge and skills, high quality work, and character. The vision for 2023-24 is to continue with this model.

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

In Goal 1, Action 5, additional instructional materials were purchased to support student learning. In Goal 1, Action 7, there was increased food costs and materials. In Goal 1, Action 9, OCEAA purchased additional student equipment and In Goal 1, Action 10, OCEAA also added newer web-based products to support operations and family needs.

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

Staffing: For 2022-2003, all certificated and special education staff were hired. Two bilingual counselors collaborated in the beginning of the year, and one stayed for the second part of the year. A Bilingual Psychologist was hired to support the socio-emotional development of students.

Professional development focused on the support of new teachers. Mentors and mentees were offered release time as part of their professional development.

Pilots to new curricular offerings (for Art and Phonemic Awareness) were presented during the year.

OCEAA has challenges filling several classified positions, such as nutritional services and after school personnel.

Facilities: OCEAA's facilities underwent permanent improvements to keep it up to date. This year, OCEAA committed to the funding and design of a new Library, a new Art Room, and upgrades to the Garden Grill to be implemented in 2023-2024 and future years.

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

There were no major changes to the metrics for goal 1 established in the prior year. More training for all staff, certified and classified, in relation to safety and behavioral de-escalation was presented after it was deemed necessary, and it is planned for 2023-2024 as well.

Goal 2. Academic Achievement

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

An explanation of why the LEA has developed this goal.


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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																				
Implementation of CA academic content and performance standards [Priority 2 Implementation of State Standards - CA Dashboard Local Indicator]	Curriculum and assessments have been implemented in the following areas: ELA, ELD, Math, History, Social Science, Visual and Performing Arts, World Language, World Language & CTE (Reported in 2021 CA Dashboard Local Indicators)	Curriculum and assessments have been implemented in the following areas: ELA, ELD, Math, History, Social Science, Visual and Performing Arts, World Language, World Language & CTE (Reported in 2022 CA Dashboard Local Indicators)	Curriculum and assessments have been implemented in the following areas: ELA, ELD, Math, History, Social Science, Visual and Performing Arts, World Language, World Language & CTE (Reported in 2022 CA Dashboard Local Indicators)		Maintain curriculum and assessments for all content areas																																				
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CA Spanish Assessment [Priority 4 Pupil Achievement - CA Dashboard State Indicator]	2019 SY No grade level averages in the highest score range x60- x99	Did not take this year.	Did not take this year. Pilot offers limited information.		3rd-5th grade averages in the highest score range x60-x99																														
English Learner Progress Indicator [Priority 4 Pupil Achievement - CA Dashboard State Indicator]	49.8% making progress towards English language proficiency Progress Level: "Medium" (Source: 2018-19 CA Dashboard English Learner Progress Indicator)	English Learner Progress 	Available in the winter.		60% making progress towards English language proficiency Progress Level: "Medium" CA Dashboard English Learner Progress Indicator for 2023-24																														
Summative English Language Proficiency Assessment for California (ELPAC) [Priority 4 Pupil Achievement - CA Dashboard State Indicator]	<table border="1"> <thead> <tr> <th colspan="2">ELPAC 2019 Summative</th> </tr> </thead> <tbody> <tr> <td>Proficient</td> <td>21.31%</td> </tr> <tr> <td>Level 3</td> <td>44.67%</td> </tr> <tr> <td>Level 2</td> <td>31.96%</td> </tr> <tr> <td>Level 1</td> <td>2.06%</td> </tr> </tbody> </table>	ELPAC 2019 Summative		Proficient	21.31%	Level 3	44.67%	Level 2	31.96%	Level 1	2.06%	<table border="1"> <thead> <tr> <th colspan="2">ELPAC 2021 Summative</th> </tr> </thead> <tbody> <tr> <td>Proficient</td> <td>17.5%</td> </tr> <tr> <td>Level 3</td> <td>46.67%</td> </tr> <tr> <td>Level 2</td> <td>27.92%</td> </tr> <tr> <td>Level 1</td> <td>7.92%</td> </tr> </tbody> </table>	ELPAC 2021 Summative		Proficient	17.5%	Level 3	46.67%	Level 2	27.92%	Level 1	7.92%	<table border="1"> <thead> <tr> <th colspan="2">ELPAC 2022 Summative</th> </tr> </thead> <tbody> <tr> <td>Proficient</td> <td>21.4%</td> </tr> <tr> <td>Level 3</td> <td>44.0%</td> </tr> <tr> <td>Level 2</td> <td>32.3%</td> </tr> <tr> <td>Level 1</td> <td>2.3%</td> </tr> </tbody> </table>	ELPAC 2022 Summative		Proficient	21.4%	Level 3	44.0%	Level 2	32.3%	Level 1	2.3%		Annually increase proficiency of English Learners as measured by ELPAC
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Annual Reclassification Rate of English Learners [Priority 4 Pupil Achievement - CA Dashboard State Indicator]	SY 2018-19 Reclassification Rate 7% (Number: 17)	SY 2020-21 Reclassification Rate 5.82% (Number: 17)	SY 2021-22 Reclassification Rate 10% (Number: 25)		SY2023-24 Percentage = 25% Number = based on enrollment																														

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																														
Pathway to Biliteracy Awards [Priority 8 Other Student Outcomes]	<table border="1"> <thead> <tr> <th colspan="2">SY 2020-21</th> </tr> <tr> <th>Grade</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>18%</td> </tr> <tr> <td>6th</td> <td>30%</td> </tr> <tr> <td>8th</td> <td>44%</td> </tr> </tbody> </table>	SY 2020-21		Grade	%	3 rd	18%	6 th	30%	8 th	44%	<table border="1"> <thead> <tr> <th colspan="2">SY 2021-22</th> </tr> <tr> <th>Grade</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>14%</td> </tr> <tr> <td>3rd</td> <td>29%</td> </tr> <tr> <td>6th</td> <td>22%</td> </tr> <tr> <td>8th</td> <td>39%</td> </tr> </tbody> </table>	SY 2021-22		Grade	%	K	14%	3 rd	29%	6 th	22%	8 th	39%	<table border="1"> <thead> <tr> <th colspan="2">SY 2022-23</th> </tr> <tr> <th>Grade</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>12%</td> </tr> <tr> <td>3rd</td> <td>31%</td> </tr> <tr> <td>6th</td> <td>47%</td> </tr> <tr> <td>8th</td> <td>47%</td> </tr> </tbody> </table>	SY 2022-23		Grade	%	K	12%	3 rd	31%	6 th	47%	8 th	47%		<table border="1"> <thead> <tr> <th colspan="2">SY 2023-24</th> </tr> <tr> <th>Grade</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>35%</td> </tr> <tr> <td>3rd</td> <td>50%</td> </tr> <tr> <td>6th</td> <td>70%</td> </tr> <tr> <td>8th</td> <td>90%</td> </tr> </tbody> </table>	SY 2023-24		Grade	%	K	35%	3 rd	50%	6 th	70%	8 th	90%
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<i>EL Implementation Review Rubric Power Practice 23: Leading Evidence-Based Strategic Improvement</i>	Spring 2021: 2 Moderate sub-scores and 2 Initial sub-scores	Spring 2022: 2 Moderate sub-scores and 2 Initial sub-scores	Spring 2023: 2 Moderate sub-scores and 2 Initial sub-scores		4 Exemplary sub-scores																																														
<i>EL Implementation Review Rubric Power Practices 18-20: Student Engaged Assessment</i>	Spring 2021: 9 Moderate sub-scores and 2 Initial sub-scores	Spring 2022: 10 Moderate sub-scores and 2 Initial sub-scores	Spring 2023: 3 Moderate sub-scores and 9 Initial sub-scores		6 or more Exemplary sub-scores																																														
GLAD Implementation Plan	To be determined in Fall 2021	71% of credentialed teachers started the multi-module GLAD training. There are 6 modules.	These trainings are not being pursued at this time as they are no longer the highest priority for teacher training due to high turn-over rates.		To be developed from baseline																																														

Actions

Action #	Title	Description	Total Funds	Contributing
2.01	Teacher Leadership	<p>The following committees are crucial to the continuing success of OCEAA's focus on providing a high-quality biliteracy program and certification as an <i>EL Education</i> school:</p> <ul style="list-style-type: none"> ● Instructional Leadership Team - <i>EL Education</i> Workplan Team (Stipends for 6-12 members; Meets 2xs per month; new structure has ILT members as grade level teams and doubles up the stipend for 8 members) designs and communicates the <i>EL Education</i> work plan that will guide continuous improvement of curriculum, instruction, assessment, school culture and leadership in the next 3 years. The School Designer supports and facilitates this process. ● High-Quality Work Committee - HQW (Stipends for 5 members) Provide stipends to certificated teacher members of the HQW Committee which leads the development of case study sequences/expeditions that provide authentic opportunities to use Spanish and are formalized in curriculum maps. ● Crew & Character Committee – CREW Committee (Stipends for 5 members; meet 1x per month) Committee that leads the development of OCEAA's crew culture. ● Mastery of Knowledge/Skills - MKS Committee (Stipends for 5 members) instructional committee which leads curriculum mapping, adaptation and enhancement for biliteracy outcomes ● Beginning Teacher Induction Program Mentor – BTSA (Annual Stipend to support up to two new teachers) 	Captured in 2.2	No
2.02	Professional Development	<p>Provide all teachers with in-depth professional development to support the needs of OCEAA students and to deliver high-quality instruction</p> <ul style="list-style-type: none"> ● Summer Pre-Service ● New Teacher Induction BTSA ● Special Education El Dorado SELPA (Stepping Stones) ● Regular weekly professional development (state standards, lesson study/design, etc.) ● EL Education English Language Arts Modules. ● Heggerty training (Phonemic Awareness) 	\$71,300	Yes

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

Goal Analysis for 2022-23

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

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

All actions for Goal 2 were implemented with the exception of components of the High Quality Work Committee and the MKS Committee, and component 2.03 since GLAD implementation is no longer a goal. Case studies and curriculum mapping for biliteracy outcomes were regularly planned alongside teachers by the Curriculum and Instruction Coordinator. A formalized curriculum map for writing was a common effort by a Professional Learning Community and the Curriculum and Instruction Coordinator.

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

In Goal 2, Action 1, actual stipends exceeded budgeted to encourage further development of the instructional leadership team. In Goal 2, Action 2, actual professional development costs exceeded budgeted as additional funds were added for school-wide professional development opportunities, partly funded through the Educator Effectiveness Grant.

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

MTSS: 2022-2024 was an opportunity to redefine OCEAA's MTSS practices. An MTSS group of coordinators and the Special Education Supervisor engaged OCDE in a Fidelity and Integrity Assessment and in multiple trainings. Through analysis of items, Professional Development, and the correlation to LCAP goals, priorities for 2023-2024 were defined, new theory of action goals, and redesigned Instructional Leadership Team in structure and roles and responsibilities, all to better implement the findings from the assessment.

A new protocol for Student Support Teams was developed and implemented for academic and behavioral needs, and linked to Math, Literacy, and behavioral interventions.

Supporting student needs through staffing and curriculum: The new coordinators structure supported students by addressing the different dimensions of learning of EL Education, and their correlation with OCEAA's vision and mission for the whole child. The Climate and Culture Coordinator supported socio-emotional learning in Crew Lesson development and Crew pull-out groups, following identified needs in Panorama data. The Assessment and Instruction Coordinator supported students through Math and Literacy data analysis and by assigning interventions. The Curriculum and Instruction Coordinator supported teachers' curriculum planning and differentiation efforts.

New curriculum offerings: Through an evaluation of current practices, two new curricula were piloted, one for phonemic awareness, and another for Art.

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

No major changes to the structure of the goals and actions already captured above.

Goal 3. High-Quality Learning Outcomes

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
HQW Scope and Sequence [Priority 2 Implementation of State Standards - CA Dashboard Local Indicator]	2020-2021 SY 1 case study implemented at each grade level, some expert collaborations.	2021-2022 SY 1 case study implemented at Transitional Kinder, Kinder, 1st, 2nd, 3rd, 5th and 8th with initial field work experiences in some grades.	2022-2023 SY 1 case study implemented at Transitional Kinder, Kinder, 1st, 2nd, 3rd, 4th, 5th, 6th and 7th with initial field work and/or expert experiences in all of those grades.		Curriculum maps include case study sequences/ expeditions, expert collaborations, fieldwork and service learning in all grades
HQW Protocol [Priority 5 Pupil Engagement – CA Dashboard Indicator]	2019 HQW Protocol 2020 Case Study Showcase (COVID-19 adaptation)	2022 HQW Protocol 2022 Case Study Showcase during Professional Development similar to 2019	2023 HQW Protocol 2023 Case Study Showcase during Professional Development similar to 2019		Work samples from each grade level demonstrate growth in complexity, craftsmanship and authenticity
EL Implementation Review Rubric Power Practices 3: Designing Case Studies, and 8: Planning for and Producing High-Quality Work	Spring 2021: 1 Exemplary sub-score, 3 Moderate sub-scores and 7 Initial sub-scores	Spring 2022: 2 Exemplary sub-score, 3 Moderate sub-scores and 6 Initial sub-scores	Spring 2023: 2 Exemplary sub-score, 7 Moderate sub-scores and 2 Initial sub-scores		6 or more Exemplary sub-scores

Actions

Action #	Title	Description	Total Funds	Contributing
3.01	<i>EL Education Partnership</i>	Provide targeted professional development through <i>EL Education</i> focused on “High-Quality Work (HQW)” <ul style="list-style-type: none"> ● Direct service days ● Conferences ● Arts training ● Implementation of HQW protocols 	\$52,800	No

Action #	Title	Description	Total Funds	Contributing
3.02	Student Fieldwork & Service Learning	Transportation, fees and materials to support student collaboration with professional experts and community members; active investigations and application of the research tools, techniques of inquiry, and standards of presentation used by professionals in the field. These educational excursions are designed to deepen student understanding and application of classroom learning. Grade 8 students will participate in “Outdoor Science School” which is an overnight educational program.	\$77,250	Yes

Goal Analysis for 2022-23

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

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

All actions for Goal 3 were implemented except the HQW Committee and Outdoor Science Camp/ School did not happen in 22-23 due to winter related weather conditions on the roads.

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

In Goal 3, Action 2, grew by \$37,250 due to increased demand for field trips along with the increased cost of transportation. This year was fully back with respect to field trips post Covid-19. There was a concerted effort to ensure resources/materials were added to make these experiences closely connected to these investigations.

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

EL Education: OCEAA will continue its partnership with *EL Education* as we navigate lingering impacts of the pandemic and acclimating new staff to the rigorous process leading to certification as an *EL Education Network School*. We will continue our relation with the EL Education School Designer to align the school priorities, as assessed by data analysis of pertinent surveys, to the work plan goals necessary for credentialing.

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

No changes.

Goal 4. School Climate & Student Engagement

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																
Attendance Rate [Priority 5 Pupil Engagement – CA Dashboard Indicator]	SY2020-21 94.79%	86.14% P2 ADA for 2021-22	87% ADA for SY 2022-23																																		
Chronic Absenteeism Rate [Priority 5 Pupil Engagement – CA Dashboard Indicator]	2019 Dashboard Performance Color-Green All Students = 3%; no subgroups in orange or red	<table border="1"> <thead> <tr> <th colspan="2">Chronic Absenteeism</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>27.2%</td> </tr> <tr> <td>Latino</td> <td>28.6%</td> </tr> <tr> <td>White</td> <td>0%</td> </tr> <tr> <td>English Learners</td> <td>31%</td> </tr> <tr> <td>Homeless</td> <td>17.6%</td> </tr> <tr> <td>SWD</td> <td>28.2%</td> </tr> <tr> <td>SED</td> <td>30.4%</td> </tr> </tbody> </table> (Source: CDE DataQuest, Chronic Absenteeism Report 2021-22)	Chronic Absenteeism		All	27.2%	Latino	28.6%	White	0%	English Learners	31%	Homeless	17.6%	SWD	28.2%	SED	30.4%	<table border="1"> <thead> <tr> <th colspan="2">Chronic Absenteeism</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>19%</td> </tr> <tr> <td>Latino</td> <td>17%</td> </tr> <tr> <td>White</td> <td>10%</td> </tr> <tr> <td>English Learners</td> <td>10%</td> </tr> <tr> <td>Homeless</td> <td>TBA%</td> </tr> <tr> <td>SWD</td> <td>TBA%</td> </tr> <tr> <td>SED</td> <td>14%</td> </tr> </tbody> </table> CALPADS - CDE Data Quest not yet available for 2022-23	Chronic Absenteeism		All	19%	Latino	17%	White	10%	English Learners	10%	Homeless	TBA%	SWD	TBA%	SED	14%		Performance Color-Green & All Students = 2%; no subgroups in orange or red
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Suspension Rate [Priority 6 School Climate – CA Dashboard Local Indicator]	2019 Dashboard Performance Color-Blue All Students = 0.5%; no subgroups in orange or red	0% Suspension Rate (Source: CDE DataQuest, Suspension Rates 2020-21)	.2% Suspension Rate (Source: CDE DataQuest, Suspension Rates 2020-21)		Performance Color-Blue & maintain suspension rate below 1% for all subgroups; no subgroups in orange or red																																

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate [Priority 6 School Climate – CA Dashboard Local Indicator]	2020-2021 SY 0%	0% Expulsions (Source: CDE DataQuest, Expulsions 2020-21)	0% Expulsions (Source: CDE DataQuest, Expulsions 2020-21)		Maintain 0% expulsion rate
Middle School Dropout Rate [Priority 5 Pupil Engagement – CA Dashboard Indicator]	0% Middle School Dropout at OCEAA	0% Middle School Dropout at OCEAA	0% Middle School Dropout at OCEAA		Maintain middle school dropout rate <2%
Student Surveys (Crew, Panorama or CHKS) Student Safety & Connectedness Survey [Priority 6 School Climate – CA Dashboard Local Indicator]	To be determined in Fall 2021	Connectedness: Elementary: 63% Middle: 48% Safety: Elementary: 70% Middle: 55%	Connectedness: Elementary: 85% Middle: 81% Safety: 22-23 Panorama student survey did not include questions on safety.		Annually increase student ratings of safety and connectedness
Teacher Survey of Climate(Crew, Panorama or CHKS) [Priority 6 School Climate – CA Dashboard Local Indicator]		Strongly agree and agree: Supportive: 91% Trust/Collegiality: 88% Decision making: 66% Safety/Connectedness: 95%	Strongly agree and agree: Supportive: 89% Trust/Collegiality: 72% Decision making: 53% Safety/Connectedness: 80%		Annually increase teacher ratings of safety and connectedness, as well as work environment
EL Implementation Review Rubric Power Practices 13-15: Culture and Character Producing High-Quality Work	Spring 2021: 1 Exemplary sub-score, 12 Moderate sub-scores and 1 Initial sub-score	Spring 2022: 3 Exemplary sub-score, 10 Moderate sub-scores and 1 Initial sub-score	Spring 2023: 1 Exemplary sub-score, 9 Moderate sub-scores and 4 Initial sub-score		8 or more Exemplary sub-scores

Actions

Action #	Title	Description	Total Funds	Contributing
4.01	Crew Culture – Assemblies & Recognitions	Implementation of OCEAA's "Crew Culture" guided by the Crew & Character Committee. Activities include the establishment of the assembly schedule, character awards, and recognitions. Costs associated with this program include purchase of certificates, medals, trophies, and other materials for implementation of daily Crew lessons in the classrooms, etc.	\$7,000	No
4.02	College-awareness & engagement	All middle school students will have two college tours per year to promote their awareness of post-secondary options, and increase their knowledge of local university programs.	\$1,500	Yes
4.03	Bilingual Counseling Support	School Counselor to support character development and a spirit of crew throughout the school by providing behavioral and educational counseling to individuals and small groups of students; assisting students in understanding and seeking solutions to social, emotional, or academic problems and issues; serving as a resource in developing student behavior management strategies, solving welfare and attendance problems and concerns; participating in the Crew and Character Committee.	0	Yes
4.04	Support for Families Experiencing Homelessness (McKinney-Vento)	Training, tools and assigned personnel to serve as Homeless Liaison, responsible for assuring that homeless/highly mobile children are fully integrated into the mainstream school setting and offered appropriate educational support with a focus on decreasing homeless student chronic absenteeism.	\$2,800	Yes
4.05	Attendance Tracking and Intervention	Costs associated with providing training to use tools for assigned personnel in decreasing chronic absenteeism and truancy and maintaining high Average Daily Attendance	\$7,500	Yes

Action #	Title	Description	Total Funds	Contributing
4.06	Extracurricular Clubs & Activities	<p>Maintain school clubs and activities for students to develop their collaboration and leadership skills. Each club/activity will have a teacher-sponsor and will be provided with a budget to implement related activities. This action includes supply budgets for teacher leaders to sponsor activities including but not limited to:</p> <ul style="list-style-type: none"> ● Math Club ● Speech & Debate Club ● Yearbook ● GSA ● Student Leadership ● Safety Monitors <p>Equitable access to participation by EL, low income and SWD will be embedded in the design and promotion of extracurricular activities.</p>	Captured in 2.2	Yes

Goal Analysis for 2022-23

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

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

All actions for Goal 4 were implemented. Full implementation was achieved in 22-23 for items considered partially implemented in 21-22:

- Daily Student Crews
- Bilingual Counselor(s)
- Assemblies and recognitions
- Extracurricular activities (Chess, Dungeons and Dragons, Math Club, Journaling, Tutoring and Robotics)

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

In Goal 4, Action 1, actual expenses were more than budgeted as a result of a firm commitment to focus on school culture and student engagement. In Goal 4, Action 5, since Average Daily Attendance (ADA) over the last two school years has been low compared to pre-pandemic levels, OCEAA is looking to invest in additional online platforms and staff time to find ways to continue to grow ADA to pre-pandemic levels; therefore the budget grew by \$2,500.

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

School Climate: The teacher Crew Committee was successfully implemented and daily Crew sessions were facilitated by teachers/support staff and focused on social/emotional issues relevant to students. A Crew scope and sequence was developed by teachers and connected to the needs of students. Crew pull-outs focused on trends and common students' needs. Panorama data helped define the growth mindset as an area of focus for 2023/24, through a theory of action. OCEAA designed a role specific to this work, School Culture and Character Coordinator, this role saw several successes throughout the school year to support students' social-emotional needs.

Staffing to Support School Climate/ Attendance: Results from Panorama for students' perceptions of climate at OCEAA show an increase in most metrics, and especially in connectedness to adults and others in the school.

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

Metrics/outcomes: Measures from Panorama provided longitudinal data for students and teachers.

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

Goal 5. Parent Involvement & Engagement

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey - CalSCHLS Parent-Guardian Module [Priority 3 Parent Involvement – CA Dashboard Local Indicator]		% Strongly agree and agree: Supports parent involvement/Active parent: 86% Seeks parent input: 86% Provides high quality instruction: 87%	% Strongly agree and agree: Supports parent involvement/Active parent: Feeling welcomed and connected: 3.2 out of 4 Collaborate and participate in the		Annually increase parent ratings of satisfaction and input in decision-making

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>school community: 3 out of 4</p> <p>Culture of inclusion for parents: 2.9 out of 4</p> <p>Provides high quality instruction: 3.3 out of 4</p>		
Student-Led Conference (SLC) Attendance (2xs)		<p>Family-Teacher Conferences</p> <p>90% Participation in Synchronous*</p> <p>10% asynchronously</p> <p>* NOTE: This metric uses alternative methods/formats to accommodate issues with COVID</p>	<p>Student-Led Conference</p> <p>94 % Participation in person</p> <p>OCEAA hosted two student-led conferences.</p>		Annually increase the percentage of parents who participate in Student-Led Conferences twice per academic year
Parent participation in IEPs		99% Parent participation rate in IEP meetings	100% Parent participation rate in IEP meetings		100% Parent participation rate in IEP meetings
School Coordinating Council (SCC)		8 SCC meetings held	9 SCC meetings held		10 SCC meetings/year
*ELAC ELAC Needs Assessment (responses with the lowest % of parent satisfaction)		<p>- I feel that my child receives enough COUNSELING support= 54.9% "Yes"</p> <p>- I feel that the school provides enough workshops and/or resources to help my child success in his/her behavior or in SOCIOEMOTIONAL growth = 59.2% "Yes"</p>	<p>Lowest as scored by families of ELs:</p> <p>"I feel that the MIDDLE SCHOOL (6th-8th) teachers and administrators work collaboratively with families and offer a variety of opportunities for parents to participate in the school community.</p> <p>I feel that the school provides enough workshops, online resources and/or programs to support me in helping my student achieve ACADEMIC success.</p>		Annually increase the percentage of "Satisfied" parents who participate in the ELAC Needs Assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			OCEAA offers good quality COUNSELING services to support my student.” I am satisfied with the instruction in ADOLESCENT HEALTH (for pre-adolescents & adolescents; mental and physiological changes, etc.).”		

Actions

Action #	Title	Description	Total Funds	Contributing
5.01	Parent Involvement and Participation in the Life of the School	School Director will host an annual Title I meeting to involve parents in the development of a parent involvement policy and parent-school compact: <ul style="list-style-type: none"> • OCEAA will promote and work with parent leadership organizations to promote their input in school decision making including, but not limited to: Families Supporting OCEAA (FSO), English Learner Advisory Committee (ELAC), LCAP Advisory Committee, Wellness Committee. • OCEAA will support parent volunteer opportunities as well as the organization of parent-initiated community events • OCEAA will strive to maintain frequent, open communication with parents through a variety of formats, including, but not limited to: weekly bulletins, monthly Coffee Chats, direct messaging through Class Dojo or similar platform, social media. (Funds for refreshments and other facilitation needs.)	3,000	No
5.02	Parent Engagement Supports	Staff coordinates overtime hours for qualified support staff to provide needed support such as child care and translation services at all school events, thus removing barriers to attendance for parents of English Learners. Collaborates with the Nutritional Services Manager. (Child care & translation at parent events, board meetings, SSC meetings, Title I meetings, etc.)	500	Yes

Action #	Title	Description	Total Funds	Contributing
5.03	Student Led Conferences (SLCs)	Materials needed to implement: 2 SLCs each year in which students share their progress on identified goals in the three dimensions of student achievement: Mastery of Knowledge and Skills, Character and High-Quality Work	0	No
5.04	Parent Programming: Adult Crew	EL School Designer to support staff in facilitating parent crew and parent/staff crew opportunities to build community and trust. (Funds for refreshments and other facilitation needs.)	\$2,600	Yes
5.05	Parent Programming: technological proficiency and college preparatory culture	EL Coordinator provides direct training and/or coordinate community services to increase the ability of low income and EL parents to monitor their child's progress through digital platforms (PowerSchool, ParentSquare, email, Seesaw, etc.), and to coordinate 2 college visits annually for parents and their students. (Funds for outside presenters, refreshments and other facilitation needs.)	\$500	Yes
5.06	Parent Programming - Physical and Socio-Emotional Wellness	Counselor, Psychologist and Nutritional Services Manager provide direct training and/or coordinate community services to increase the ability of low income and EL parents to attend to the physical, social and emotional needs of their children (surveys through Panorama) (Funds for outside presenters, refreshments and other facilitation needs.)	\$2,500	Yes
5.07	Parent Programming - Supporting Student Academic Development	The OCEAA Academic Leadership Team (ALT) provides direct training and/or coordinates community services to increase the ability of low income and EL parents to support their children's development as readers, writers and mathematicians. (Funds for outside presenters, refreshments and other facilitation needs.)	\$500	Yes
5.08	Parent Programming - High School Information Sessions	School Counselor or ALT to schedule and promote charter high school information sessions for parents (Legacy College Prep, Samueli Academy, Nova Academy, Vista Global Academy, Middle College) and promote information related to SAUSD fundamental high school application deadlines (Segerstrom, Godinez). (Funds for refreshments and other facilitation needs.)	\$750	Yes

Action #	Title	Description	Total Funds	Contributing
5.09	Home/School Communications	Continue to use communication platform(s) to assist parents in home-school communications and monitoring the attendance and academic progress of their students. (e.g., Parent Square)	\$3,200	Yes

Goal Analysis for 2022-23

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

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

All actions were implemented as planned except for actions 5.06 and 5.08 due to challenges with staff transitions and competing programs/ services.

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

In Goal 5, Action 4, there were no actual expenses because Adult was automatically tied into parent meetings by OCEAA staff, thus no need to source this out externally, similar to Goal 5, Action 5 . Several parent trainings had actual expenses that were less than budgeted as technological training and college presentations were free. OCEAA in 2022-23 did not execute Goal 5, Action 8.

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

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

Student Led Conferences: Student Led Conferences (SLC) were in person, and happened during and after school. General expenses were allocated to support teachers and for child care onsite.

Parent Training: Parents were offered training through connections with Planned Parenthood and University partners at no cost. OCEAA also hosted onsite training “Safe From the Start” in Spanish in collaboration with the Orange County Department of Education. OCEAA also hosted various technology training sessions with in-house staff.

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

No changes.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,565,898	\$191,850

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
29.30%	0%	\$0	29.30%

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

Required Descriptions

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

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

The actions listed above for goal 1 will be provided on a schoolwide basis to ensure all students are provided with the quality conditions of learning to promote both personal and academic success. As per assessment of areas of growth in learning, a curriculum to support phonemic awareness was evaluated and piloted this year, with plans of expansion for all lower grades next year (Heggerty). An intensive program for decoding was evaluated and piloted this year for students needing decoding support in Special Education (Wilson).

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

With the support of the Curriculum Coordinator, all grades completed case studies with integrated content as per the Theory of Action. Access to experiential learning, experts in the field, and multiple experiential opportunities inside and outside the classroom, OCEAA worked to narrow the opportunity gap.

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

Clubs, activities, and tutoring occurred after school. Attendance was tracked and rewards and recognition provided for students showing high levels of attendance. Through Panorama data, trends of socio-emotional need were identified and addressed through Crew lessons and Crew pull-outs, or groups with common socio-emotional goals. Two bilingual counselors supported the students for most of the year.

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

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

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

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

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

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

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable	20.2 : 1
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable	43.28 : 1

OCEAA 2023-24
Local Control and
Accountability Plan (LCAP)
Action Tables Template

Developed by the California Department of Education, March 2022

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 6,333,984	\$ 2,862,926	\$ -	\$ 928,116	10,125,026	\$ 7,699,367	\$ 2,424,159

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Staffing – Certificated	All	\$ 3,634,794	\$ 686,541	\$ -	\$ 279,394	\$ 4,600,729
1	2	Staffing – Classified	All	\$ 1,334,130	\$ 557,284	\$ -	\$ -	\$ 1,891,414
1	3	Staffing – Paraprofessionals	English Learners, Low-income	\$ 520,802	\$ 582,682	\$ -	\$ 41,239	\$ 1,144,724
1	4	SPED Services	Students with Disabilities	\$ -	\$ 123,665	\$ -	\$ 81,889	\$ 205,554
1	5	Standards-aligned Instructional Materials	All	\$ 90,524	\$ 38,526	\$ -	\$ 10,000	\$ 139,050
1	6	Facilities & Maintenance	All	\$ 341,412	\$ 696,757	\$ -	\$ -	\$ 1,038,170
1	7	Nutrition & Wellness	All	\$ 21,882	\$ 145,000	\$ -	\$ 465,000	\$ 631,882
1	8	Technology – Teachers & Classrooms	All	\$ 40,000	\$ -	\$ -	\$ -	\$ 40,000
1	9	Technology – Students	All	\$ 40,537	\$ -	\$ -	\$ 14,463	\$ 55,000
1	10	Data Management/Student Information System, Local Assessments & Curriculum-based Software	All	\$ 144,903	\$ -	\$ -	\$ -	\$ 144,903
1	11	Integration of Technology	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	1	Teacher Leadership	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	2	Professional Development	All	\$ 12,700	\$ 32,470	\$ -	\$ 26,130	\$ 71,300
2	3	Professional Development – English Learners	English Learners	\$ -	\$ -	\$ -	\$ -	\$ -
2	4	Multi-tiered System of Supports (MTSS)	English Learners, Low-income	\$ -	\$ -	\$ -	\$ -	\$ -
2	5	Support for English Learners & Families	English Learners	\$ -	\$ -	\$ -	\$ -	\$ -
3	1	EL Education Partnership	All	\$ 52,800	\$ -	\$ -	\$ -	\$ 52,800
3	2	Student Fieldwork & Service Learning	All	\$ 67,250	\$ -	\$ -	\$ 10,000	\$ 77,250
4	1	Crew Culture – Assemblies & Recognitions	All	\$ 7,000	\$ -	\$ -	\$ -	\$ 7,000
4	2	College-awareness & engagement	Grades 6-8	\$ 1,500	\$ -	\$ -	\$ -	\$ 1,500
4	3	Bilingual Counseling Support	All	\$ -	\$ -	\$ -	\$ -	\$ -
4	4	Support for Families Experiencing Homelessness (McKinney-Vento)	Homeless	\$ 2,800	\$ -	\$ -	\$ -	\$ 2,800
4	5	Attendance Tracking and Intervention	All	\$ 7,500	\$ -	\$ -	\$ -	\$ 7,500
4	6	Extracurricular Clubs & Activities	All	\$ -	\$ -	\$ -	\$ -	\$ -
5	1	Parent Involvement and Participation in the Life of the School	All	\$ 3,000	\$ -	\$ -	\$ -	\$ 3,000
5	2	Parent Engagement Supports	English Learners, Low-income	\$ 500	\$ -	\$ -	\$ -	\$ 500
5	3	Student Led Conferences (SLCs)	All	\$ -	\$ -	\$ -	\$ -	\$ -
5	4	Parent Programming: Adult Crew	English Learners, Low-income	\$ 2,500	\$ -	\$ -	\$ -	\$ 2,500
5	5	Parent Programming: technological proficiency and college preparatory culture	All	\$ 500	\$ -	\$ -	\$ -	\$ 500
5	6	Parent Programming - Physical and Socio-Emotional Wellness	All	\$ 2,500	\$ -	\$ -	\$ -	\$ 2,500
5	7	Parent Programming - Supporting Student Academic Development	All	\$ 500	\$ -	\$ -	\$ -	\$ 500

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 6,096,304	\$ 1,757,748	28.83%	94.96%	Total:	\$ 5,788,798
				LEA-wide Total:	\$ -
				Limited Total:	\$ 523,602
				Schoolwide Total:	\$ 5,265,196

Goal #	Action #	Action Title	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Staffing – Certificated	\$ 3,634,794	0.00%
1	2	Staffing – Classified	\$ 1,334,130	0.00%
1	3	Staffing – Paraprofessionals	\$ 520,802	0.00%
1	7	Nutrition & Wellness	\$ 21,882	0.00%
1	9	Technology – Students	\$ 40,537	0.00%
1	10	Data Management/Student Information System, Local Assessments & Curriculum-based Software	\$ 144,903	0.00%
1	11	Integration of Technology	\$ -	0.00%
2	2	Professional Development	\$ 12,700	0.00%
2	3	Professional Development – English Learners	\$ -	0.00%
2	4	Multi-tiered System of Supports (MTSS)	\$ -	0.00%
2	5	Support for English Learners & Families	\$ -	0.00%
3	2	Student Fieldwork & Service Learning	\$ 67,250	0.00%
4	2	College-awareness & engagement	\$ 1,500	0.00%
4	3	Bilingual Counseling Support	\$ -	0.00%
4	4	Support for Families Experiencing Homelessness (McKinney-Vento)	\$ 2,800	0.00%
4	5	Attendance Tracking and Intervention	\$ 7,500	0.00%
4	6	Extracurricular Clubs & Activities	\$ -	0.00%
5	2	Parent Engagement Supports	\$ -	0.00%
5	4	Parent Programming: Adult Crew	\$ -	0.00%
5	5	Parent Programming: technological proficiency and college preparatory culture	\$ -	0.00%
5	6	Parent Programming - Physical and Socio-Emotional Wellness	\$ -	0.00%
5	7	Parent Programming - Supporting Student Academic Development	\$ -	0.00%
5	8	Parent Programming - High School Information Sessions	\$ -	0.00%
5	9	Home/School Communications	\$ -	0.00%



2023/24 Adopted Budget - Draft



OCEAA

	CATEGORY	PY ACTUALS/FINAL	CURRENT YEAR	VARIANCE	CURRENT YEAR	VARIANCE	CURRENT YEAR	VARIANCE
		BUDGET	ADOPTED		REVISION #1		REVISION #2	
	TOTAL ENROLLMENT		645	645	645	-	645	-
	AVERAGE DAILY ATTENDANCE		575.0	575.0	575.0	-	575.0	-
REVENUE	State LCFF Revenue		7,975,719.96	7,975,720	7,975,720	-	7,975,720	-
	Federal Revenue		807,667.09	807,667	807,667	-	807,667	-
	Other State Revenue		2,334,517.73	2,334,518	2,334,518	-	2,334,518	-
	Local Revenue		415,200.00	415,200	415,200	-	415,200	-
	TOTAL REVENUE	-	11,533,104.79	11,533,105	11,533,105	-	11,533,105	-
EXPENSES	Certificated Salaries		3,607,377.70	3,607,378	3,607,378	-	3,607,378	-
	Classified Salaries		2,060,717.25	2,060,717	2,060,717	-	2,060,717	-
	Benefits		1,943,265.56	1,943,266	1,943,266	-	1,943,266	-
	TOTAL PERSONNEL EXPENSES	-	7,611,360.51	7,611,361	7,611,361	-	7,611,361	-
	Books and Supplies		776,513.00	776,513	776,513	-	776,513	-
	Services and Other Operating Expenses		2,739,222.60	2,739,223	2,739,223	-	2,739,223	-
	Capital Outlay		191,169.76	191,170	191,170	-	191,170	-
	Other Outgoing		-	-	-	-	-	-
	TOTAL OTHER EXPENSES	-	3,706,905.36	3,706,905	3,706,905	-	3,706,905	-
	TOTAL EXPENSES	-	11,318,265.87	11,318,266	11,318,266	-	11,318,266	-
SUMMARY	SURPLUS\ (DEFICIT)	-	214,838.92	214,839	214,839	-	214,839	-
	<i>% of LCFF Revenue</i>	#DIV/0!	2.7%		2.7%		2.7%	0.0%
	BEGINNING FUND BALANCE		\$ 1,840,465.00		\$ 1,840,465		\$ 1,840,465	
	ENDING BALANCE	-	\$ 2,055,303.92		\$ 2,055,304		\$ 2,055,304	
<i>% of LCFF Revenue</i>	#DIV/0!	25.8%		25.8%		25.8%		

SALARIES AND BENEFITS - SUMMARIZED

		3101	3202	3301	3302	3401	3402	3501	3502	3601	3602					
DEPT	FULL NAME	FTE	TOTAL SALARY	TOTAL UNRESTRICTED	TOTAL RESTRICTIONS	STRS	PERS	Certificated OASDI & Medicare	Classified OASDI & Medicare	Certificated Health and Welfare	Classified Health and Welfare	Certificated SUI	Classified SUI	Certificated Worker's Comp	Classified Worker's Comp	TOTAL BENEFITS
1100	Teacher Salaries	35.00	2,620,927.70	903,838.72	1,717,088.98	500,597.19	-	38,003.45	-	148,846.54	-	15,890.00	-	19,656.96	-	722,994.14
1120	Substitute Teachers/Teachers' Bonuses and Stipenc	6.00	236,560.00	236,560.00	-	17,419.20	39,247.20	3,430.12	-	2,437.92	-	2,724.00	-	1,774.20	-	67,032.64
1200	Certificated Pupil Support Salaries	4.00	328,611.00	184,703.00	143,908.00	62,764.70	-	4,764.86	-	16,636.79	-	1,816.00	-	2,464.58	-	88,446.93
1300	Certificated Supervisor and Administrator Salaries	1.00	124,500.00	124,500.00	-	23,779.50	-	1,805.25	-	641.63	-	454.00	-	933.75	-	27,614.13
1900	Other Certificated Salaries	3.00	296,779.00	177,569.82	119,209.18	56,684.79	-	4,303.30	-	6,454.47	-	1,362.00	-	2,225.84	-	71,030.40
2100	Instructional Aide Salaries	34.00	768,717.00	212,344.97	556,372.03	-	207,553.59	-	58,806.85	-	84,985.90	-	15,436.00	-	5,765.38	372,547.72
2200	Classified Support Salaries	15.00	320,900.60	178,522.00	142,378.60	-	86,643.16	-	24,548.90	-	31,344.31	-	6,810.00	-	2,406.75	151,753.12
2300	Classified Supervisor and Administrator Salaries	7.00	586,664.40	437,664.40	149,000.00	-	158,399.39	-	44,879.83	-	36,808.97	-	3,178.00	-	4,399.98	247,666.17
2400	Clerical, Technical and Office Staff Salaries	8.00	293,668.00	281,572.00	12,096.00	-	79,290.36	-	22,465.60	-	41,321.94	-	3,632.00	-	2,202.51	148,912.41
2900	Other Classified Salaries	3.00	90,767.25	90,767.25	-	-	24,507.16	-	6,943.69	-	11,774.29	-	1,362.00	-	680.75	45,267.90
		116.00	5,668,094.95	2,828,042.16	2,840,052.79	661,245.38	595,640.86	52,306.98	157,644.87	175,017.35	206,235.41	22,246.00	30,418.00	27,055.33	15,455.38	1,943,265.56

GRADE	CURRENT YEAR ADOPTED	CURRENT YEAR REVISION #1	CURRENT YEAR REVISION #2
ENROLLMENT BY GRADE			
K	128	128	128
1	88	88	88
2	80	80	80
3	75	75	75
4	75	75	75
5	74	74	74
6	60	60	60
7	35	35	35
8	30	30	30
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
OTHER (CTC)	0	0	0
TOTAL	645	645	645

DAILY ATTENDANCE RATE			
K	90.00%	90.00%	90.00%
1	90.00%	90.00%	90.00%
2	90.00%	90.00%	90.00%
3	90.00%	90.00%	90.00%
4	88.00%	88.00%	88.00%
5	88.00%	88.00%	88.00%
6	88.00%	88.00%	88.00%
7	88.00%	88.00%	88.00%
8	88.00%	88.00%	88.00%
9	88.00%	88.00%	88.00%
10	88.00%	88.00%	88.00%
11	88.00%	88.00%	88.00%
12	88.00%	88.00%	88.00%
OTHER (CTC)	90.00%	90.00%	90.00%
TOTAL	89.15%	89.15%	89.15%

AVG DAILY ATTENDANCE BY GRADE

K	115.2	115.20	115.20
1	79.2	79.20	79.20
2	72.0	72.00	72.00
3	67.5	67.50	67.50
4	66.0	66.00	66.00
5	65.1	65.12	65.12
6	52.8	52.80	52.80
7	30.8	30.80	30.80
8	26.4	26.40	26.40
9	-	-	-
10	-	-	-
11	-	-	-
12	-	-	-
OTHER (CTC)	-	-	-
TOTAL	575.02	575.02	575.02

AVG DAILY ATTENDANCE BY GRADE RANGE			
K-3	333.90	333.90	333.90
4-6	183.92	183.92	183.92
7-8	57.20	57.20	57.20
9-12	-	-	-
TOTAL	575.02	575.02	575.02

UNDUPLICATED %	76.13%	76.13%	76.13%	<Use FCMAT Calculator
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PY P2 ADA	-	
PY P2 K-8		<Use FCMAT Calculator
PY P2 9-12	-	<Use FCMAT Calculator

SPED COUNT		-	-
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PY ENROLLMENT		<Use FCMAT Calculator
PY UNDUPLICATED		<Use FCMAT Calculator

ACCT	\$perADA	ADA REV	ACCOUNT NAME	CURRENT YEAR ADOPTED	CURRENT YEAR REVISION #1	VARIANCE	CURRENT YEAR REVISION #2	VARIANCE
LCFF								
8011	-	-	LCFF; state aid	4,118,187.00	4,118,187.00	-	4,118,187.00	-
8012	-	-	LCFF; EPA	1,680,720.00	1,680,720.00	-	1,680,720.00	-
8096	3,785.63	2,176,812.96	In-Lieu of Property Taxes	2,176,812.96	2,176,812.96	-	2,176,812.96	-
8019	-	-	Prior Year Income/Adjustments		-	-		-
80XX	-	-	0		-	-		-
TOTAL LCFF REVENUE				7,975,719.96	7,975,719.96	-	7,975,719.96	-
FEDERAL								
8182	-	-	Special Education -Mental Federal Health	-	-	-	-	-
8220	-	-	Federal Child Nutrition	465,000.00	465,000.00	-	465,000.00	-
8290	-	-	All Other Federal Revenue	-	-	-	-	-
8291	-	-	Title I	188,503.39	188,503.39	-	188,503.39	-
8292	-	-	Title II	22,892.78	22,892.78	-	22,892.78	-
8293	-	-	Title III	34,919.06	34,919.06	-	34,919.06	-
8294	-	-	Title IV	14,463.26	14,463.26	-	14,463.26	-
8295	-	-	Title V			-		-
8299	-	-	Prior Year Federal Revenue			-		-
8185	142.41	81,888.60	Special Education - Federal IDEA	81,888.60	81,888.60	-	81,888.60	-
8XXX	-	-	0		-	-		-
TOTAL FEDERAL REVENUE				807,667.09	807,667.09	-	807,667.09	-
OTHER STATE								
8520	-	-	State Nutrition	194,358.00	194,358.00	-	194,358.00	-
8550	K-8 is 19.83 & 9	11,402.65	Mandate Block Grant	11,402.65	11,402.65	-	11,402.65	-
8560	237.00	136,279.74	Lottery	136,279.74	136,279.74	-	136,279.74	-
8590	-	-	All Other State Revenue	809,598.24	809,598.24	-	809,598.24	-
8591	1,232.00	708,424.64	SB 740 Rent re-imbursement program	696,757.20	696,757.20	-	696,757.20	-
8599	-	-	Prior Year State Revenues	-	-	-	-	-
8791	50.00	28,751.00	Special Education - AB 602 & Mental Health	28,751.00	28,751.00	-	28,751.00	-
8792	795.40	457,370.91	Special Education - AB 602 & Mental Health	457,370.91	457,370.91	-	457,370.91	-
8596	-	-	ASES	-	-	-	-	-
8XXX	-	-	0		-	-		-
TOTAL OTHER STATE REVENUE				2,334,517.73	2,334,517.73	-	2,334,517.73	-
LOCAL								
8639	-	-	Student Lunch Revenue	900.00	900.00	-	900.00	-
8660	-	-	Interest	28,000.00	28,000.00	-	28,000.00	-
8682	-	-	Foundation Grants			-		-
8684	-	-	Student Body (ASB) Fundraising Revenue	-	-	-	-	-
8685	-	-	School Site Fundraising	164,800.00	164,800.00	-	164,800.00	-
8688	-	-	In Kind Contributions	-	-	-	-	-
8693	-	-	Field Trips	-	-	-	-	-
8698	-	-	Erate Revenues	-	-	-	-	-
8699	-	-	All Other Local Revenue	1,500.00	1,500.00	-	1,500.00	-
8784	-	-	After School Program Receipts	220,000.00	220,000.00	-	220,000.00	-
8910	-	-	Transfer in from LLC Charitable Contributions			-		-
8983	-	-	All Other Local Revenue			-		-
8650	-	-	Rental Income			-		-
8999	-	-	Revenue Suspense	-	-	-	-	-
8XXX	-	-	0		-	-		-
TOTAL LOCAL REVENUE				415,200.00	415,200.00	-	415,200.00	-
TOTAL REVENUE				11,533,104.79	11,533,104.79	-	11,533,104.79	-

ACCT	ACCOUNT NAME	PY ACTUALS/FINAL BUDGET	CURRENT YEAR ADOPTED	VARIANCE	CURRENT YEAR REVISION #1	VARIANCE	CURRENT YEAR REVISION #2	VARIANCE
4000 - BOOKS AND SUPPLIES								
4100	Approved Textbooks and Core Curricula Materials		139,050.00	139,050.00	139,050.00	-	139,050.00	-
4200	Books and Other Reference Materials		27,295.00	27,295.00	27,295.00	-	27,295.00	-
4300	Materials and Supplies		95,000.00	95,000.00	95,000.00	-	95,000.00	-
4315	Classroom Materials and Supplies		28,840.00	28,840.00	28,840.00	-	28,840.00	-
4342	Materials for Athletics		-	-	-	-	-	-
4381	Materials for Plant Maintenance		61,800.00	61,800.00	61,800.00	-	61,800.00	-
4382	Housekeeping Operations		-	-	-	-	-	-
4400	Noncapitalized Equipment		89,358.00	89,358.00	89,358.00	-	89,358.00	-
4410	Software and Software License		40,170.00	40,170.00	40,170.00	-	40,170.00	-
4430	General Student Equipment		55,000.00	55,000.00	55,000.00	-	55,000.00	-
4700	Food and Food Supplies		240,000.00	240,000.00	240,000.00	-	240,000.00	-
4720	Other Food (meetings/events/non-NSLP)		-	-	-	-	-	-
4XXX		0	-	-	-	-	-	-
TOTAL BOOKS AND SUPPLIES			776,513.00	776,513.00	776,513.00	-	776,513.00	-
5000 - SERVICES AND OTHER OPEX								
5200	Travel and Conferences		10,300.00	10,300.00	10,300.00	-	10,300.00	-
5210	Professional Development		61,000.00	61,000.00	61,000.00	-	61,000.00	-
5206	Facility & Staff Parking		59,060.20	59,060.20	59,060.20	-	59,060.20	-
5300	Dues and Memberships		13,390.00	13,390.00	13,390.00	-	13,390.00	-
5400	Insurance		118,266.00	118,266.00	118,266.00	-	118,266.00	-
5450	Property Tax		-	-	-	-	-	-
5500	Operation and Housekeeping Services/Supplies		5,150.00	5,150.00	5,150.00	-	5,150.00	-
5501	Utilities		144,200.00	144,200.00	144,200.00	-	144,200.00	-
5505	Student Transportation / Field Trips		-	-	-	-	-	-
5600	Space Rental/Leases Expense		929,009.60	929,009.60	929,009.60	-	929,009.60	-
5601	Building Maintenance		35,000.00	35,000.00	35,000.00	-	35,000.00	-
5602	Other Space Rental		12,360.00	12,360.00	12,360.00	-	12,360.00	-
5603	Theater rentals		-	-	-	-	-	-
5605	Equipment Rental/Lease Expense		24,000.00	24,000.00	24,000.00	-	24,000.00	-
5610	Equipment Repair		13,390.00	13,390.00	13,390.00	-	13,390.00	-
5710	Direct Cost		-	-	-	-	-	-
5800	Professional/Consulting Services and Operating Expenditures		250,000.00	250,000.00	250,000.00	-	250,000.00	-
5803	Banking and Payroll Service Fees		46,679.60	46,679.60	46,679.60	-	46,679.60	-
5805	Legal Services		80,000.00	80,000.00	80,000.00	-	80,000.00	-
5806	Audit Services		24,500.00	24,500.00	24,500.00	-	24,500.00	-
5807	Legal Settlements		-	-	-	-	-	-
5809	Tuition Reimbursement		-	-	-	-	-	-
5810	Educational Consultants		400,000.00	400,000.00	400,000.00	-	400,000.00	-
5811	Student Transportation / Events		36,050.00	36,050.00	36,050.00	-	36,050.00	-
5812	Student Events		-	-	-	-	-	-
5813	Contracted Sub Services		-	-	-	-	-	-
5815	Advertising / Recruiting		25,000.00	25,000.00	25,000.00	-	25,000.00	-
5820	Fundraising Expense		48,410.00	48,410.00	48,410.00	-	48,410.00	-
5830	Field Trips		41,200.00	41,200.00	41,200.00	-	41,200.00	-
5836	Transportation Services		-	-	-	-	-	-
5842	Student Athletics/Activities Services		-	-	-	-	-	-
5850	Scholarships		1,000.00	1,000.00	1,000.00	-	1,000.00	-
5873	Financial Services		108,000.00	108,000.00	108,000.00	-	108,000.00	-
5874	Personnel Services		3,000.00	3,000.00	3,000.00	-	3,000.00	-
5875	District Oversight Fee		79,757.20	79,757.20	79,757.20	-	79,757.20	-
5877	IT Services		125,000.00	125,000.00	125,000.00	-	125,000.00	-
5885	Summer School Program		-	-	-	-	-	-
5890	Interest Expense / Misc. Fees		500.00	500.00	500.00	-	500.00	-
5891	CSC/CAM Fees		-	-	-	-	-	-
5894	ASB Activity		-	-	-	-	-	-

5899	CMO Management Fee Expense		-	-	-	-	-	-
5900	Communications		45,000.00	45,000.00	45,000.00	-	45,000.00	-
5998	Unallocated Credit Card Expenses		-	-	-	-	-	-
5XXX		0	-	-	-	-	-	-
TOTAL SERVICES AND OTHER OPEX			-	2,739,222.60	2,739,222.60	2,739,222.60	-	2,739,222.60
6000 - CAPITAL OUTLAY								
6900	Depreciation Expense		191,169.76	191,169.76	191,169.76	-	191,169.76	-
6XXX		0	-	-	-	-	-	-
6XXX		0	-	-	-	-	-	-
TOTAL DEPRECIATION			-	191,169.76	191,169.76	191,169.76	-	191,169.76
7000 - OTHER OUTGOING								
7000	Misc Expense		-	-	-	-	-	-
7438	Debt		-	-	-	-	-	-
7141	SPED Encroachment		-	-	-	-	-	-
7XXX		0	-	-	-	-	-	-
7XXX		0	-	-	-	-	-	-
TOTAL OTHER OUTGOING			-	-	-	-	-	-
TOTAL EXPENSES			-	3,706,905.36	3,706,905.36	3,706,905.36	-	3,706,905.36

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2022

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

Notice that there are six tabs along the bottom of the workbook titled: 'Title Page', 'Instructions', 'Data Input', 'Narrative Responses', 'Template', and 'Accessibility'. The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instructions', 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel. The information contained in the 'Template' tab will be "outward facing", or the information that will be available to the LEA's parents and educational partners. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

***NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

Data Input Tab Instructions

LEA Information (rows 2-4)

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Coming LCAP Year (row 5): Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.

Current LCAP Year (row 6): Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

- **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).

- **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.

- **All other state funds (row 12):** This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.

• **All local funds (row 13):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.

• **All federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

• **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

• **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current School Year

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 22):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.

• **Actual Expenditures for High Needs Students in the LCAP (row 23):** This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

• **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.

•**Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

• **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC Section 42238.07*.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) name:	Orange County Educational Arts Academy
CDS code:	30-66670-0109066
LEA contact information:	Mike Limon
Coming School Year:	23/24
Current School Year:	22/23

*NOTE: The "High Needs Students" referred to in the

Projected General Fund Revenue for the 23/24		Amount
Total LCFF funds	\$	7,975,720
LCFF supplemental & concentration grants	\$	1,757,748
All other state funds	\$	2,334,518
All local funds	\$	415,200
All federal funds	\$	807,667
Total Projected Revenue	\$	11,533,105
Total Budgeted Expenditures for the		Amount
Total Budgeted General Fund Expenditures	\$	11,347,506
Total Budgeted Expenditures in the LCAP		
Total Budgeted Expenditures for High Needs Students in the LCAP		
Expenditures not in the LCAP	\$	11,347,506
Expenditures for High Needs Students in the		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	5,557,041
Actual Expenditures for High Needs Students in LCAP		

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>Administrative expenses such as Oversight Fee, the SELPA Admin Fee, Legal, Audit, IT managed services, Financial Services, Debt Service and Depreciation</p>
<p>The amount budgeted to increase or improve services for high needs students in the 23/24 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 23/24. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.</p>	<p>OCEAA has committed to ensure there is a strong MTSS structure in place as we continue to support students academically. OCEAA will also continue to invest in instructional aides for TK and Kinder for each section. OCEAA will also invest in the team of ELA and Math intervention specialist, who provide additional intervention for all general ed student in need as identified through MTSS.</p>
<p>The total actual expenditures for actions and services to increase or improve services for high needs students in 22/23 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 22/23.</p>	<p>OCEAA has strengthened our Special Education (SPED) team over the past few years, OCEAA is committed to continue to develop the SPED team through continued Educator Effectiveness trainings, coaching and talent acquisition internally. OCEAA will also continue to take the same approach with the general education intervention team to ensure support services remaining in place for high need students. A focus area is compensation, if we continue to invest in staff, we will continue to have program stability to ensure students have a safe environment to learn and grow.</p>

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Orange County Educational Arts Academy

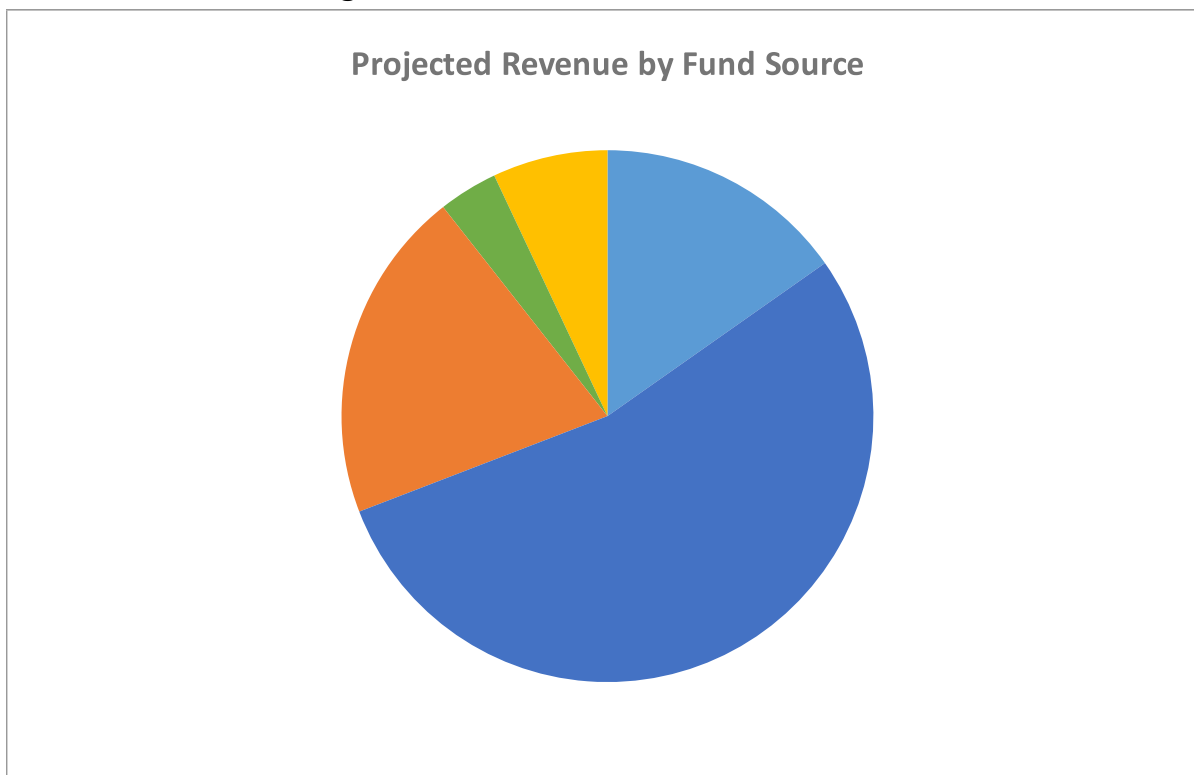
CDS Code: 30-66670-0109066

School Year: 23/24

LEA contact information: Mike Limon

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

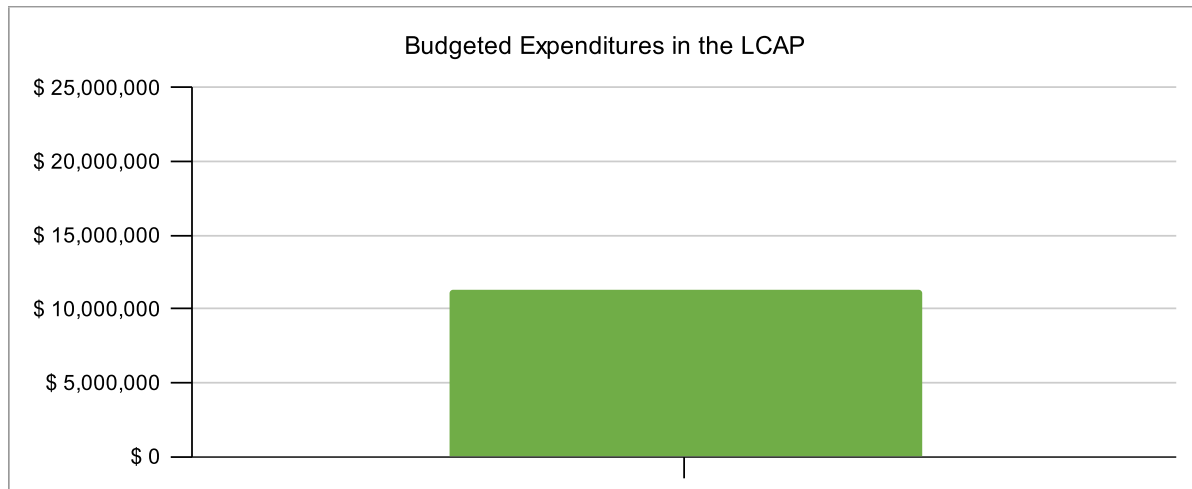
Budget Overview for the 23/24 School Year



This chart shows the total general purpose revenue Orange County Educational Arts Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orange County Educational Arts Academy is \$11,533,104.82, of which \$7,975,720.00 is Local Control Funding Formula (LCFF), \$2,334,517.73 is other state funds, \$415,200.00 is local funds, and \$807,667.09 is federal funds. Of the \$7,975,720.00 in LCFF Funds, \$1,757,748.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Orange County Educational Arts Academy plans to spend for 23/24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Orange County Educational Arts Academy plans to spend \$11,347,506.29 for the 23/24 school year. Of that amount, \$0.00 is tied to actions/services in the LCAP and \$11,347,506.29 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

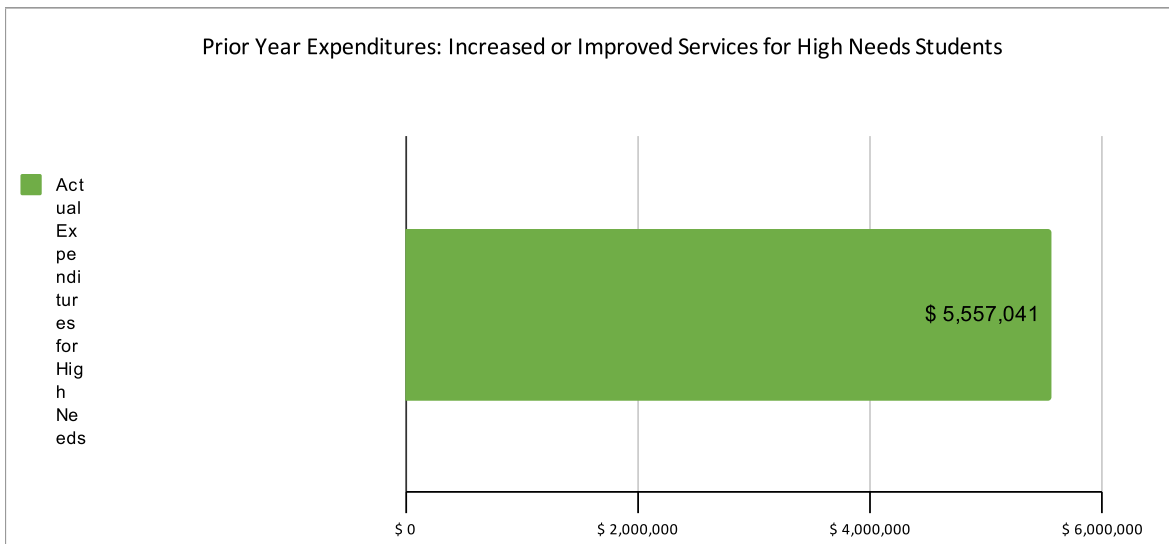
Administrative expenses such as Oversight Fee, the SELPA Admin Fee, Legal, Audit, IT managed services, Financial Services, Debt Service and Depreciation

Increased or Improved Services for High Needs Students in the LCAP for the 23/24 School Year

In 23/24, Orange County Educational Arts Academy is projecting it will receive \$1,757,748.00 based on the enrollment of foster youth, English learner, and low-income students. Orange County Educational Arts Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Orange County Educational Arts Academy plans to spend \$0.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

OCEAA has committed to ensure there is a strong MTSS structure in place as we continue to support students academically. OCEAA will also continue to invest in instructional aides for TK and Kinder for each section. OCEAA will also invest in the team of ELA and Math intervention specialist, who provide additional intervention for all general ed student in need as identified through MTSS.

Update on Increased or Improved Services for High Needs Students in 22/23



This chart compares what Orange County Educational Arts Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Orange County Educational Arts Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 22/23, Orange County Educational Arts Academy's LCAP budgeted \$5,557,041.00 for planned actions to increase or improve services for high needs students. Orange County Educational Arts Academy actually spent \$0.00 for actions to increase or improve services for high needs students in 22/23. The difference between the budgeted and actual expenditures of \$5,557,041.00 had the following impact on Orange County Educational Arts Academy's ability to increase or improve services for high needs students:

OCEAA has strengthened our Special Education (SPED) team over the past few years, OCEAA is committed to continue to develop the SPED team through continued Educator Effectiveness trainings, coaching and talent acquisition internally. OCEAA will also continue to take the same approach with the general education intervention team to ensure support services remaining in place for high need students. A focus area is compensation, if we continue to invest in staff, we will

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

A Proposal for

Orange County Educational Arts Academy

Effective: July 1, 2023

Jonathan Schreter CIC, MBA
Executive Vice President

Prepared: June 6, 2023



Orange County Educational Arts Academy

Service Team		
Broker	Jonathan Schreter, Executive Vice President E-mail: jschreter@boltonco.com	Direct: (626) 535-1408 Fax: (626) 583-4609
	Debra Rosas, Vice President E-mail: drosas@boltonco.com	Direct: (626) 535-1829
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Service Team	Abigail Dankwah, Associate Client Manager E-mail: adankwah@boltonco.com	Direct: (626) 535-1443
	Gayana Asatryan, Client Analyst E-mail: gasatryan@boltonco.com	Direct: (626) 535-1966
	Service Team Fax:	(626) 583-2117
Property & Casualty Resources		
	Standard - Receipt in 24 Hours Email: certrequest@boltonco.com Fax: (626) 583-2117	Rush - Receipt in 3 Hours Email: rushcertrequest@boltonco.com
Certificates/ Evidences		
Property & Casualty Claims	Marianne Reyes, Senior Claim Consultant Direct: (626) 507-1344 E-mail: mreyes@boltonco.com	Fax: (626) 583-2117
Workers' Comp Claims	Lorenda Edmundson, Sr. Workers' Comp Consultant Direct: (626) 535-1815 E-mail: ledmundson@boltonco.com	Fax: (626) 583-2117
Risk Control	Stefanie Nobriga, Associate Vice President of Risk Control Direct: (626) 535-1436 E-mail: snobriga@boltonco.com	Fax: (626) 583-2117
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Department Leads		
Property & Casualty	Erin Powell, Vice President, Property & Casualty Direct: (626) 535-1439 E-mail: epowell@boltonco.com	Fax: (626) 583-2117
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Premium Comparison

Orange County Educational Arts Academy

	2022-2023	2023-2024	\$	%
	Expiring Premium	Renewal Premium	Difference	Difference
Property including Inland Marine & Crime	\$ 14,349	\$ 21,639	\$ 7,290	51%
Automobile	\$ 927	\$ 696	\$ (231)	-25%
General Liability	\$ 9,332	\$ 10,595	\$ 1,263	14%
Umbrella	\$ 8,057	\$ 8,358	\$ 301	4%
Educators Legal Liability including D&O and EPL	\$ 12,774	\$ 13,962	\$ 1,188	9%
Excess Liability - Second Layer	\$ 35,190	\$ 36,720	\$ 1,530	4%
Excess Liability - Third Layer	\$ 9,188	\$ 9,650	\$ 462	5%
Policy Fee	\$ 300	\$ 300	\$ -	0%
Surplus Lines Taxes & Fees	\$ 299	\$ 290	\$ (9)	-3%
Fiduciary Liability	\$ 671	\$ 671	\$ -	0%
Cyber Liability	\$ 3,500	\$ 4,043	\$ 543	16%
Fee	\$ 150	\$ 150	\$ -	0%
Surplus Lines Taxes & Fees	\$ 114	\$ 129	\$ 15	13%
Student Accident	\$ 3,330	\$ 3,330	\$ -	0%
Academic Security Risk Management	\$ 2,499	\$ 2,625	\$ 126	5%
Active Assailant / Workplace Violence	\$ 2,305	\$ 2,536	\$ 231	10%
Surplus Lines Taxes & Fees	\$ 75	\$ 81	\$ 6	8%
Workers' Compensation	\$ 46,382	\$ 42,578	\$ (3,804)	-8%
State Taxes	\$ 2,750	\$ 2,492	\$ (258)	-9%
TOTAL	\$ 152,191	\$ 160,844	\$ 8,653	6%

This proposal is a summary of terms and conditions proposed by the insurers based on the information obtained from you. The policy must be reviewed for all of the coverages, terms, conditions, and exclusions. Policy forms will be made available at your request.

The issued policy will supersede this proposal.

Higher Limits May be Available for All Coverages



Named Insureds

Orange County Educational Arts Academy
OCEAA Facilities, LLC

Statement of Values 2023-2024

Loc #	Entity Name/ Location	Occupancy	Buildings	Business Personal Prop.	EDP	Bus. Income/ Extra Expense	Year Built	Const. Type/ Roof Type	# Stories	Total Bldg. Sq. Ft./ Occupied Sq. Ft.	Sprinklers	Local/ Central Alarm
1	825 N. Broadway Santa Ana, CA	School	\$ 8,593,800	\$ 1,300,000	\$ 500,000	\$ 3,000,000	1960	Frame	2	35,632	X	X
2	822-828 N. Broadway Santa Ana, CA	School	\$ 2,095,800	\$ 200,000	Incl	Incl	1960	Frame	2	11,976	X	X
TOTAL			\$10,689,600	\$1,500,000	\$500,000	\$3,000,000						

Date

Name of Insured: _____

By: _____

Title: _____

Renewal Proposal of Insurance 2023-2024

Orange County Educational Arts Academy

	2022-2023 Expiring	2023-2024 Renewal	Remarks
Property	Philadelphia A++ XV Admitted	Philadelphia A++ XV Admitted	
Building - Location 2	\$5,360,000	\$10,689,600	99% increase
Ordinance - Coverage A	Included	Included	
Ordinance - Coverages B & C	\$1,000,000	\$1,000,000	
Blanket Business Personal Property	\$1,500,000	\$1,500,000	
Blanket Business Income/Extra Expense	\$3,000,000	\$3,000,000	
Property Deductible	\$5,000	\$5,000	
Business Income Waiting Period	24 Hours	24 Hours	
Earthquake Sprinkler Leakage	\$1,000,000	\$1,000,000	
Earthquake Sprinkler Leakage Deductible	\$25,000	\$25,000	
Equipment Breakdown	Included	Included	
<u>Locations:</u> See Statement of Values			
<u>CONDITIONS:</u> Special Form; Replacement Cost; Agreed Value; 100% Co-Insurance; Business Income Co-Insurance 50%; Agreed Value; Includes Extended Period of Indemnity 360 Days and Increased Period of Restoration; Includes Protective Safeguard Endorsement - sprinkler and alarm system must be operable. Includes Philadelphia Bell Endorsement, Crisis Management Endorsement and Elite Property Enhancement: Academic Schools Endorsements;			
<u>EXCLUSIONS:</u> Including, but not limited to Earthquake and Flood			
Inland Marine	Philadelphia A++ XV Admitted	Philadelphia A++ XV Admitted	
Computer Coverage	\$540,000	\$500,000	
While in Transit	\$10,000	\$10,000	
Transfer between Parties	\$10,000	\$10,000	
Temp within other Premises	\$10,000	\$10,000	
Permanently located employee residence	\$10,000	\$10,000	
Deductible	\$1,000	\$1,000	
<u>EXCLUSIONS:</u> Including, but not limited to Mold and Water.			
Crime	Philadelphia A++ XV Admitted	Philadelphia A++ XV Admitted	
Employee Dishonesty	\$500,000	\$500,000	
Forgery or Alteration	\$500,000	\$500,000	
Computer Fraud	\$500,000	\$500,000	
Funds Transfer Fraud	\$500,000	\$500,000	
Deductible	\$5,000	\$5,000	
Money Orders & Counterfeit Currency	\$5,000	\$5,000	
Deductible	\$500	\$500	
Money & Securities - Inside	\$250,000	\$250,000	
Money & Securities - Outside	\$250,000	\$250,000	
Deductible	\$2,500	\$2,500	
Kidnap & Ransom	\$25,000	\$25,000	
<u>CONDITIONS:</u> Loss Sustained Form			

Renewal Proposal of Insurance 2023-2024

Orange County Educational Arts Academy

	2022-2023 Expiring	2023-2024 Renewal	Remarks
Business Auto	Philadelphia A++ XV Admitted	Philadelphia A++ XV Admitted	
Auto Liability - Non-Owned & Hired	\$1,000,000	\$1,000,000	
Hired Auto Physical Damage	Actual Cash Value	Actual Cash Value	
Hired Auto Physical Damage	\$100 Comp	\$100 Comp	
Deductibles	\$1,000 Coll	\$1,000 Coll	
<u>CONDITIONS</u> : Employees as Insureds;			
<i>We are not aware of any excluded drivers at the time of quoting. The carrier may review driving records and exclude any drivers that do not meet their guidelines of acceptability.</i>			
General Liability	Philadelphia A++ XV Admitted	Philadelphia A++ XV Admitted	
General Aggregate Limit	\$3,000,000	\$3,000,000	
Products-Completed Operations Aggregate	\$3,000,000	\$3,000,000	
Personal & Advertising Injury Limit	\$1,000,000	\$1,000,000	
Each Occurrence Limit	\$1,000,000	\$1,000,000	
Damage to Premises Rented to You Limit - Any One Premises	\$300,000	\$300,000	
Medical Payments Limit - Any One Person	\$15,000	\$15,000	
Sexual Abuse & Molestation/Aggregate	\$1,000,000/\$1,000,000	\$1,000,000/\$1,000,000	
Employee Benefits Liability/Aggregate	\$1,000,000/\$1,000,000	\$1,000,000/\$1,000,000	
Deductible	N/A	N/A	
Student Count	590	605	3% increase
<u>CONDITIONS</u> : Employee Benefits Liability is a Claims-Made & Reported Form. Retroactive Date: 07/01/2020; Includes Volunteers and Employees as Insureds; Special Events Endorsement; General Liability Deluxe: Schools Endorsement			
The wording adding additional insured status for vendors, landlords, contractors or owners on your Commercial General Liability Policy applies only when there is a written contract between you and one of these entities requiring they be added to your policy as an additional insured. Please make sure to advise us if there is no contract at the time these are requested so special arrangements can be made with your insurance carrier. An unaltered purchase order is not considered a contract. Requests from these entities for additional insured status with no contract in force should be resisted as you have no legal obligation to provide this and claims against your policy in this situation could reduce the liability limits on your policy.			
<u>EXCLUSIONS</u> : Including, but not limited to Pollution; Punitive Damages; Nuclear Energy; Mold; Asbestos; Property in your Care, Custody or Control; Employment Related Practices; Fungi or Bacteria; Lead; Electronic Chat Rooms; Violations of Statutes; War; Employers Liability; Drones or Unmanned Aircraft; Aircraft or Watercraft; Trampolines or Rebounding Devices; Pandemic Exclusion			

Renewal Proposal of Insurance 2023-2024

Orange County Educational Arts Academy

	2022-2023 Expiring	2023-2024 Renewal	Remarks
Umbrella	Philadelphia A++ XV Admitted	Philadelphia A++ XV Admitted	
Per Occurrence	\$10,000,000	\$10,000,000	
Aggregate Limit	\$10,000,000	\$10,000,000	
Retention	\$10,000	\$10,000	
CONDITIONS : Limits are excess of Primary General Liability, Sexual Abuse & Molestation, Employee Benefits Liability, Non-Owned & Hired Auto Liability, Employers Liability			
EXCLUSIONS : Including, but not limited to Pollution; Fungi or Bacteria; Lead; Punitive Damages; Nuclear; Mold; Asbestos; Property in your Care, Custody or Control; Directors and Officers Liability; Employment Related Practices; Educators Professional Liability; Violent Event Response; Silica; Subsidence; Liquor Liability; Medical Professional; Pandemic Exclusion			
Educators Professional Select	Philadelphia A++ XV Admitted	Philadelphia A++ XV Admitted	
Educators Legal Liability - Each Claim/Aggregate	\$10,000,000/\$10,000,000	\$10,000,000/\$10,000,000	
Directors & Officers Liability	Included	Included	
Retention-Per Claim	\$10,000	\$10,000	
Employment Practices Liability - Each Claim/Aggregate	\$10,000,000/\$10,000,000	\$10,000,000/\$10,000,000	
Retention-Per Claim	\$25,000	\$25,000	
Non-Monetary Defense - Occurrence/Aggregate	\$100,000/\$300,000	\$100,000/\$300,000	
Retention-Per Claim	\$1,000	\$1,000	
CONDITIONS : Claims-Made & Reported Form; Retroactive Date: 10/05/2009 Includes Wrongful Acts arising out of Education, Employment Practices, Directors, Officers and Trustees; Defense costs paid in addition to the policy limit; Includes Third Party Coverage in respects to Employment Practices Liability; Shared Limits; 12 Month Extended Reporting Period; Includes Crisis Management Enhancement Endorsement			
EXCLUSIONS : Including, but not limited to Pollution; Asbestos; Bodily Injury or Property Damage; Fraudulent, Dishonest, Malicious, Criminal or Intentional Wrongful Acts or Omissions; Fungi, Bacteria or Organic Pathogens; Intellectual Property; Lead; Personal and Advertising Injury; Radioactive/Nuclear Materials; Sexual Abuse & Molestation; War; Failure to Maintain Insurance; Securities; Access or Disclosure of Confidential or Personal Information; Wage and Hour Violations			

Renewal Proposal of Insurance 2023-2024

Orange County Educational Arts Academy

	2022-2023 Expiring	2023-2024 Renewal	Remarks
Excess Liability - 2nd Layer	Fireman's Fund A+ XV Admitted	Fireman's Fund A+ XV Admitted	
Per Occurrence	\$15,000,000	\$15,000,000	
Aggregate Limit	\$15,000,000	\$15,000,000	
<p>CONDITIONS: Excess Philadelphia Umbrella and EPS policies. Claims-Made Retroactive Date: 7/1/2020 \$5M per claimant retention applies; requirement can be satisfied by underlying insurance placement.</p> <p>EXCLUSIONS: Including, but not limited to Communicable Disease, Owned Auto; War Liability; Silica Particles; Pollution; Fungi or Bacteria; Lead; Punitive Damages; Nuclear; Mold; Asbestos; Property in your Care, Custody or Control; Subsidence; Liquor Liability; Communicable Disease; Violation of Statutes</p>			
Excess Liability - 3rd Layer	Evanston A XV Non-Admitted	Evanston A XV Non-Admitted	
Per Occurrence	\$5,000,000	\$5,000,000	
Aggregate Limit	\$5,000,000	\$5,000,000	
<p>CONDITIONS: \$5M xs \$25M. Minimum Underlying Limit attachment is \$10,000,000 for all policies and coverages, underlying sub-limits are NOT recognized or covered by the excess policy and the policy will NOT drop down.</p> <p>EXCLUSIONS: Including, but not limited to Communicable Disease, Owned Auto; War Liability; Silica Particles; Pollution; Fungi or Bacteria; Lead; Punitive Damages; Nuclear; Mold; Asbestos; Property in your Care, Custody or Control; Subsidence; Liquor Liability; Communicable Disease; Violation of Statutes</p>			

**Coverage Re-Cap
2023-2024**

Orange County Educational Arts Academy

<p>Evanston Excess Liability \$5,000,000</p>			
<p>Allianz/Firemans Fund Excess Liability \$15,000,000</p>			
<p>Philadelphia Indemnity Umbrella \$10,000,000</p>			<p>Philadelphia Indemnity Educators Professional Select Professional Liability/ Directors & Officers Liability/ Employment Practices Liability \$10,000,000</p>
<p>Republic Indemnity Employer's Liability \$1,000,000</p>	<p>Philadelphia Indemnity General Liability/ Employee Benefits Liability/ Sexual Abuse & Molestation \$1,000,000</p>	<p>Philadelphia Indemnity Auto Liability \$1,000,000</p>	

Workers' Compensation Comparison Republic Indemnity Renewal

Orange County Educational Arts Academy

Coverage Description	2022-2023 Premium	2023-2024 Premium	\$ Difference	% Difference
Workers' Compensation	\$ 46,382	\$ 42,578	\$ (3,804)	-8%
Taxes & Fees	\$ 2,750	\$ 2,492	\$ (258)	-9%
Total Premium	\$ 49,132	\$ 45,070	\$ (4,062)	-8%

Classifications	2022-2023 Payroll	2023-2024 Payroll	\$ Difference	% Difference
Class Code 8875 – Public Schools	\$ 4,303,826	\$ 4,999,407	\$ 695,581	16%
Total Payroll	\$ 4,303,826	\$ 4,999,407	\$ 695,581	16%

Classifications	2022-2023 Net Rate	2023-2024 Net Rate	# Difference	% Difference
Class Code 8875 – Public Schools	1.05	0.82	-0.23	-22%
Experience Modification	92%	129%	0.37	40%
Net Rates do not include Expense Constant, Terrorism, or CA Assessments & Fees.				

Workers' Compensation Comparison Employers Compensation Option

Orange County Educational Arts Academy

Coverage Description	2022-2023 Premium	2023-2024 Premium	\$ Difference	% Difference
Workers' Compensation	\$ 46,382	\$ 41,546	\$ (4,836)	-10%
Taxes & Fees	\$ 2,750	\$ 2,431	\$ (319)	-12%
Total Premium	\$ 49,132	\$ 43,977	\$ (5,155)	-10%

Classifications	2022-2023 Payroll	2023-2024 Payroll	\$ Difference	% Difference
Class Code 8875 – Public Schools	\$ 4,303,826	\$ 4,999,407	\$ 695,581	16%
Total Payroll	\$ 4,303,826	\$ 4,999,407	\$ 695,581	16%

Classifications	2022-2023 Net Rate	2023-2024 Net Rate	# Difference	% Difference
Class Code 8875 – Public Schools	1.05	0.82	-0.23	-22%
Experience Modification	92%	129%	0.37	40%
Net Rates do not include Expense Constant, Terrorism, or CA Assessments & Fees.				

Renewal Proposal of Insurance 2023-2024

Orange County Educational Arts Academy

	2022-2023 Expiring	2023-2024 Renewal	Remarks
Fiduciary Liability	Philadelphia A++ XV Admitted	Philadelphia A++ XV Admitted	
Limit of Liability	\$1,000,000	\$1,000,000	
Retention	\$5,000	\$5,000	
<i>CONDITIONS</i> : Defense Costs paid as part of Limit of Liability; Settlement Program Limit of Liability \$250,000; HIPAA Limit of Liability \$250,000; Prior & Pending: 01/30/2015; Includes Philadelphia Crisis Management Enhancement Endorsement; Philadelphia Private Company Enhancement Endorsement; Duty to Defend			
<i>EXCLUSIONS</i> : Including, but not limited to Property Damage or Bodily Injury; Pollution; Violation of Law; Workplace Misconduct; Related Party; Biometric Information Claim;			
Cyber Liability	Houston Casualty A++ XV Non-Admitted	Houston Casualty A++ XV Non-Admitted	
Maximum Policy Aggregate Limit of Liability	\$1,000,000	\$1,000,000	
Multimedia Liability	\$1,000,000	\$1,000,000	
Security and Privacy Liability	\$1,000,000	\$1,000,000	
Privacy Regulatory Defense and Penalties	\$1,000,000	\$1,000,000	
PCI DSS Liability	\$1,000,000	\$1,000,000	
Bodily Injury Liability	\$1,000,000	\$1,000,000	
Property Damage Liability	\$50,000	\$50,000	
TCPA Defense	\$50,000	\$50,000	
Breach Events Costs	\$1,000,000	\$1,000,000	
Post Breach Remediation Costs	\$25,000	\$25,000	
BrandGuard	\$1,000,000	\$1,000,000	
System Failure	\$1,000,000	\$1,000,000	
Dependent System Failure	\$1,000,000	\$1,000,000	
Cyber Extortion	\$1,000,000	\$1,000,000	
Cyber Crime Sublimit Aggregate*	\$250,000	\$250,000	
Financial Fraud Sublimit	\$250,000	\$250,000	
Telecommunications & Utilities Fraud	\$250,000	\$250,000	
Phishing Fraud Aggregate Sublimit	\$250,000	\$250,000	
Your Phishing Fraud Loss	\$250,000	\$250,000	
Client Phishing Fraud Loss	\$50,000	\$50,000	
Bricking Loss	\$250,000	\$250,000	
Property Damage Loss	\$50,000	\$50,000	
Reward Expense	\$50,000	\$50,000	
Court Attendance Costs	\$25,000	\$25,000	
Additional Defense Costs	\$1,000,000	\$1,000,000	
Breach Events Costs Outside the Limit	Included	Included	
Deductible	\$1,000	\$1,000	
<i>CONDITIONS</i> : BrandGuard (2 Week Waiting Period; 6 Months Period of Indemnity); System Failure (8 Hour Waiting Period; 6 Months Period of Indemnity); Dependent System Failure (12 Hour Waiting Period; 4 Months Period of Indemnity); Cyber Crime Sublimit \$250,000 (includes: Financial Fraud, Telecommunications Fraud, \$50,000 Phishing Fraud); Court Attendance Costs Sublimit (No Deductible);			
<i>EXCLUSIONS</i> : Including, but not limited to Nuclear Incident; Prior Knowledge; Cyber-bullying; War and Cyber War			

Renewal Proposal of Insurance 2023-2024

Orange County Educational Arts Academy

	2022-2023 Expiring	2023-2024 Renewal	Remarks
	QBE	QBE	
Student Accident	A XV Admitted	A XV Admitted	
Students Basic Medical Expense Limit	\$50,000	\$50,000	
Volunteers Basic Medical Expense Limit	\$25,000	\$25,000	
Deductible	\$0	\$0	
Benefit Period	104 Weeks	104 Weeks	
Accidental Death/Accidental Dismemberment	\$25,000/\$50,000	\$25,000/\$50,000	
AD&D Aggregate	\$5,000,000	\$5,000,000	
Coma	\$10,000	\$10,000	
Paralysis	\$25,000	\$25,000	
Crisis Death Benefit	\$10,000 up to \$100,000	\$10,000 up to \$100,000	
Dental - Per Accident	Included	Included	
Short-Term Emergency Sickness	\$500	\$500	
<i>CONDITIONS:</i> This policy is excess over primary health insurance if available; Incurred Period is 180 Days for Medical Expenses and 365 days for AD&D; Emergency Sickness Benefit is for overnight activities and field trips; Worldwide Coverage; 48 Hour Non-Network HMO/PPO Benefit Window; Medical Evacuation and Repatriation of Remains - must be more than 100 miles from principal residence for this coverage to take effect.			
<i>EXCLUSIONS:</i> Please see the policy for a full list of exclusions.			
	Great American Ins. Co.	Great American Ins. Co.	
Academic Security Risk Management	A+ XIV Admitted	A+ XIV Admitted	
Limit of Liability	\$1,000,000	\$1,000,000	
Personal Accident Limit - per Person	\$250,000	\$250,000	
Personal Accident Limit - per Event	\$1,250,000	\$1,250,000	
Covered Losses include Ransom, Ransom in Transit, Consultant Fees, Additional Expenses, Legal Liability and Personal Accident; Each loss has its own separate limit and coverage is per occurrence.			
	Republic Indemnity	Republic Indemnity	
Workers' Compensation	A+ X Admitted	A+ X Admitted	
Employers Liability Limits	\$1,000,000	\$1,000,000	
Annual Payroll	\$4,303,826	\$4,999,407	
Ex-Mod	92%	129%	
Quote is contingent upon the insured's participation in the Medical Provider Network (MPN); Subject to Final Audit; Volunteer Coverage and USL&H Not Included.			

Renewal Proposal of Insurance 2023-2024

Orange County Educational Arts Academy

	2022-2023 Expiring	2023-2024 Renewal	Remarks
Active Assailant/Workplace Violence	Markel International A+ XV Non-Admitted	Evanston Insurance Co A XV Non-Admitted	
Aggregate	\$1,000,000	\$1,000,000	Higher Limits Available
Limit	\$1,000,000	\$1,000,000	
Property Damage	Included	Included	
Deductible	Nil	Nil	
Demolition and Rebuild	Included	Included	
Deductible	10% Coinsurance	10% Coinsurance	
Memorial Erection	Included	Included	
Deductible	10% Coinsurance	10% Coinsurance	
Business Income & Extra Expense	Included	Included	
Deductible	5% Franchise for reduction in student count	5% Franchise for reduction in student count	
Third Party Liability	Included	Included	
Deductible	Nil	Nil	
Ancillary Support	Included	Included	
Deductible	Nil	Nil	
Funeral Cost Sublimit	\$10,000 Per Person \$150,000 Per Event \$100,000 Per Event	\$10,000 Per Person \$150,000 Per Event \$100,000 Per Event	
Crisis Management Response Service	\$10,000 Per Person	\$10,000 Per Person	
Employee Retraining Costs	\$100,000 Per Event	\$100,000 Per Event	
Clean-Up Costs	\$100,000 per Event	\$100,000 per Event	
Rest and Rehabilitation Costs	\$50,000 per Event	\$50,000 per Event	
Security Costs	\$50,000 Per Event	\$50,000 Per Event	
Public Relations Costs	\$10,000 Per Event	\$10,000 Per Event	
Informant Reward	\$10,000 per Event	\$10,000 per Event	
<p>CONDITIONS: Active Assailant Event: An attack by an Active Assailant located at an Insured Location causing property damage and / or Bodily Injury to one (1) or more person(s), excluding the Active Assailant, at or within six hundred and one-thousand (1,000) feet of an Insured Location, including a threat or hoax of an attack.</p> <p>Business Income - 12 Month Period of Indemnity; Deductible - The franchise for reduction in student numbers means that when the affected school campus sees more than a 5% reduction in their tuition fee income, the coverage will kick in from dollar one. If insured suffers less than a 5% downturn there will be no coverage for Business Income.</p> <p>Incurral Period - Medical and Dental Expenses - within 30 days and for up to 24 months after event; Counselling Services - within 24 months of event; Crisis Management Response Services - within 12 months of event; Employee Retraining Costs - within 120 days of event; Replacement Employee Recruitment Costs - within 120 days of event; Rest and rehabilitation costs - within 12 months of event.</p> <p>EXCLUSIONS: Including, but not limited to war, invasion or warlike operations; hostile acts of sovereign or local government entities, civil war, rebellion, revolution, insurrection, martial law, usurpation of power, or civil commotion assuming the proportions of or amounting to an uprising; caused by or arising out of burglary, house – breaking, looting, theft, armed robbery and / or larceny; caused by or arising out of road rage; caused by or arising out of arson; caused by vandals or by way of protest or strikes, labor unrest, riots or civil commotion; caused by or arising out of electronic means including but not limited to computer hacking or the introduction of any form of computer virus or corrupting; nuclear; radiation; seepage or discharge of pollutants; chemical or biological; asbestos; ordinance or law occasioned by any public or government or local or civil authority; fungus; mold; mildew; spores; sexual misconduct; medical or dental expenses, counselling costs or funeral expenses for the active assailant or hostage taker; money or securities; punitive or exemplary damages.</p>			

Insurance Coverage Checklist

Below is a list of usually available, but not all inclusive, coverages. Those items checked represent the coverages proposed. If the item is not checked, the coverage is not included. If you are interested in an explanation of and/or quotation for any of these coverages, please let us know.

<input checked="" type="checkbox"/>	Property (Building and Contents, Including Property of Others)	<input checked="" type="checkbox"/>	Crime/ERISA
<input checked="" type="checkbox"/>	Building Ordinance	<input checked="" type="checkbox"/>	Employee Dishonesty
<input checked="" type="checkbox"/>	Equipment Breakdown	<input checked="" type="checkbox"/>	Money and Securities
<input checked="" type="checkbox"/>	Business Income	<input checked="" type="checkbox"/>	Forgery and Alteration
<input checked="" type="checkbox"/>	Extra Expense	<input checked="" type="checkbox"/>	Computer Fraud
<input type="checkbox"/>	Loss of Rents	<input checked="" type="checkbox"/>	General Liability
<input type="checkbox"/>	Flood	<input checked="" type="checkbox"/>	Employee Benefits Liability
<input type="checkbox"/>	Earthquake	<input type="checkbox"/>	Aircraft Liability/Drone
<input checked="" type="checkbox"/>	Earthquake Sprinkler Leakage	<input checked="" type="checkbox"/>	Automobile
<input type="checkbox"/>	Electronic Data Processing	<input type="checkbox"/>	Foreign Property/Liability/WC
<input type="checkbox"/>	Signs	<input checked="" type="checkbox"/>	Umbrella/Excess Liability
<input type="checkbox"/>	Motor Truck Cargo Liability	<input checked="" type="checkbox"/>	Workers' Compensation Employers Liability
<input type="checkbox"/>	Transportation	<input checked="" type="checkbox"/>	Directors and Officers Liability
<input type="checkbox"/>	Ocean Cargo	<input checked="" type="checkbox"/>	Employment Practices Liability
<input type="checkbox"/>	Employee's Tool Floater	<input checked="" type="checkbox"/>	Fiduciary Liability
<input type="checkbox"/>	Equipment Floater	<input checked="" type="checkbox"/>	Kidnap & Ransom
<input type="checkbox"/>	Installation Floater	<input checked="" type="checkbox"/>	Cyber/Privacy Liability/Internet Exposure
<input checked="" type="checkbox"/>	Valuable Papers (On & Off Premises)	<input checked="" type="checkbox"/>	Educators Legal Liability
<input checked="" type="checkbox"/>	Accounts Receivable	<input type="checkbox"/>	Pollution Liability
<input type="checkbox"/>	Mold	<input type="checkbox"/>	Miscellaneous Professional Liability
<input checked="" type="checkbox"/>	Terrorism	<input type="checkbox"/>	Law Enforcement Liability
<input type="checkbox"/>	Funds Transfer Fraud	<input checked="" type="checkbox"/>	Student Accident
		<input checked="" type="checkbox"/>	Active Assailant/Workplace Violence
		<input checked="" type="checkbox"/>	Volunteer Accident

Proposal Acceptance

Orange County Educational Arts Academy

<u>Yes</u>	<u>No</u>	<u>Quote Option</u>
_____	_____	Package - Philadelphia
_____	_____	Umbrella - Philadelphia
_____	_____	Executive Protection - Philadelphia
_____	_____	Fiduciary - Philadelphia
_____	_____	Cyber Liability - TMHCC
_____	_____	Student Accident - QBE
_____	_____	Academic Security - Great American
_____	_____	Active Assailant - Evanston
_____	_____	Workers' Compensation - Republic Indemnity or Employers Comp (circle one)
_____	_____	Insurance Coverage Checklist – Would you like a quote for any of the coverages listed on the insurance coverage checklist section of our proposal?

(NOTES:) Subjectivities to follow per underwriting requirements.

This proposal is a summary of terms and conditions proposed by the insurers based on information obtained from you. The policy must be reviewed for all of the coverages, terms, conditions, and exclusions. Policy forms will be made available at your request. The issued policy will supersede this proposal.

Higher limits may be available for all coverages.

I have reviewed and accept the coverages and disclosures as summarized in this proposal with any changes indicated above.

Signature

Date

Title



Marketing Schedule

Carriers	Responses
Republic Indemnity (Incumbent)	Quoted: \$45,070
Employers Compensation	Quoted: \$43,977
Amtrust	Quoted: \$78,009
Berkshire	Pending
CAPSig (Self-Insured Program)	Pending
Church Mutual	Declined
CompWest	Quoted: \$107,893
Hartford	Quoted: \$73,687
ICW	Cannot accept CharterSafe Loss Runs
Preferred Employers	Indication: \$100,637
Tangram	Declined

45070

BEST FINANCIAL STRENGTH RATING GUIDE - (FSR)

A Best's Financial Strength Rating (FSR) is an independent opinion of an insurer's financial strength and ability to meet its ongoing insurance policy and contract obligations. An FSR is not assigned to specific insurance policies or contracts and does not address any other risk, including, but not limited to, an insurer's claims-payment policies or procedures; the ability of the insurer to dispute or deny claims payment on grounds of misrepresentation or fraud; or any specific liability contractually borne by the policy or contract holder. An FSR is not a recommendation to purchase, hold or terminate any insurance policy, contract or any other financial obligation issued by an insurer, nor does it address the suitability of any particular policy or contract for a specific purpose or purchaser. In addition, an FSR may be displayed with a rating identifier, modifier or affiliation code that denotes a unique aspect of the opinion.

Best's Financial Strength Rating (FSR) Scale

Rating Categories	Rating Symbols	Rating Notches*	Category Definitions
Superior	A+	A++	Assigned to insurance companies that have, in our opinion, a superior ability to meet their ongoing insurance obligations.
Excellent	A+	A-	Assigned to insurance companies that have, in our opinion, an excellent ability to meet their ongoing insurance obligations.
Good	B+	B++	Assigned to insurance companies that have, in our opinion, a good ability to meet their ongoing insurance obligations.
Fair	B	B-	Assigned to insurance companies that have, in our opinion, a fair ability to meet their ongoing insurance obligations. Financial strength is vulnerable to adverse changes in underwriting and economic conditions.
Marginal	C+	C++	Assigned to insurance companies that have, in our opinion, a marginal ability to meet their ongoing insurance obligations. Financial strength is vulnerable to adverse changes in underwriting and economic conditions.
Weak	C	C-	Assigned to insurance companies that have, in our opinion, a weak ability to meet their ongoing insurance obligations. Financial strength is vulnerable to adverse changes in underwriting and economic conditions.
Poor	D	D-	Assigned to insurance companies that have, in our opinion, a poor ability to meet their ongoing insurance obligations. Financial strength is vulnerable to adverse changes in underwriting and economic conditions.

Financial Strength Non-Rating Designations

Designation Symbols	Designation Definitions
E	Status assigned to insurance companies that are publicly placed under a significant form of regulatory supervision, control or restraint - including cease and desist orders, conservatorship or rehabilitation, but not liquidation - that prevents conduct of normal ongoing insurance operations; an impaired insurer.
F	Status assigned to insurance companies that are publicly placed in liquidation by a court of law or by forced liquidation; an impaired insurer.
S	Status assigned to rated insurance companies to suspend the outstanding FSR when sudden and significant events impact operations and rating implications cannot be evaluated due to lack of timely or adequate information; or in cases where continued maintenance of the previously published rating opinion is in violation of evolving regulatory requirements.
NR	Status assigned to insurance companies that are not rated; may include previously rated insurance companies of insurance companies that have never been rated by A.M. Best

Rating Disclosure - Use and Limitations

A Best's Credit Rating (BCR) is a forward-looking independent and objective opinion regarding an insurer's, issuer's or financial obligation's relative creditworthiness. The opinion represents a comprehensive analysis consisting of a quantitative and qualitative evaluation of balance sheet strength, operating performance, business profile and enterprise risk management or, where appropriate, the specific nature and details of a security. Because a BCR is a forward-looking opinion as of the date it is released, it cannot be considered as a fact or guarantee of future credit quality and therefore cannot be described as accurate or inaccurate. A BCR is a relative measure of risk that implies credit quality and is assigned using a scale with a defined population of categories and notches. Entities or obligations assigned the same BCR symbol developed using the same scale, should not be viewed as completely identical in terms of credit quality. Alternatively, they are alike in category (or notches within a category), but given there is a prescribed progression of categories (and notches) used in assigning the ratings of a much larger population of entities or obligations, the categories (notches) cannot mirror the precise subtleties of risk that are inherent within similarly rated entities or obligations. While a BCR reflects the opinion of A.M. Best Rating Services, Inc. (AM Best) of relative creditworthiness, it is not an indicator or predictor of defined impairment or default probability with respect to any specific insurer, issuer or financial obligation. A BCR is not investment advice, nor should it be construed as a consulting or advisory service, as such; it is not intended to be utilized as a recommendation to purchase, hold or terminate any insurance policy, contract, security or any other financial obligation, nor does it address the suitability of any particular policy or contract for a specific purpose or purchaser. Users of a BCR should not rely on it in making any investment decision; however, if used, the BCR must be considered as only one factor. Users must make their own evaluation of each investment decision. A BCR opinion is provided on an "as is" basis without any expressed or implied warranty. In addition, a BCR may be changed, suspended or withdrawn at any time for any reason at the sole discretion of AM Best.

BCRs are distributed via the AM Best website at www.ambest.com. For additional information regarding the development of a BCR and other rating-related information and definitions, including outlooks, modifiers, identifiers and affiliation codes, please refer to the report titled "Understanding Best's Credit Ratings" available at no charge on the AM Best website. BCRs are proprietary and may not be reproduced without permission.

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Version 010219



Types of Insurance Carriers

Non-Admitted

This is an insurance carrier that is not licensed by the State of California, but is domiciled and admitted in other states and approved for use in California by the Department of Insurance. It is published on the List of Approved Surplus Lines Insurers (LASLI).

Carriers are strictly regulated by their state of domicile and must meet strict surplus lines laws and regulations in order to provide insurance in California.

These carriers are not backed by the California Insurance Guarantee Association (CIGA). They are used when coverage is not available from an admitted company either because domestic carriers feel it is too risky or because broader coverage may be available from a non-admitted carrier.

Admitted

This is an insurance carrier that is licensed to do business in California and regulated by the Department of Insurance. Carriers are strictly regulated. Rates and policy forms must be filed with the Department of Insurance and approved before they can be offered to the insurance consumer.

The carrier is backed by the Insurance Guarantee Association (CIGA), which provides insurance against carriers which become insolvent. It assumes limited responsibility for all claims up to \$500,000, with the exception of Worker's Compensation, which has no limitation. Ocean Cargo and Crime coverages are not insured through the Association.

Claims-Made and Reported Liability Policy

A Claims-Made and Reported Liability Policy provides third party liability coverage when a claim for damages is first made during the policy period. The incident causing the claim must occur during the policy period between the **retroactive (or continuity date) and the expiration date**, whichever is later. The claim must be reported to the carrier prior to the policy expiration date or **extended reporting period**.

Retroactive Date

The **retroactive date** is important in determining if a Claims-Made and Reported Policy will respond to a claim. This date is usually the same as the first date this coverage was first carried. For coverage to apply, the claim must fall between the **retroactive (or continuity) date** and the expiration date of the policy or **extended reporting period**.

Extended Reporting Period

As mentioned above, the claim must occur and be reported prior to the end of the expiration date or **extended reporting period**. An extension of time to report claims following the end of the expiration date may be purchased for claims made during the specified term purchased. This extension or **extended reporting period** is needed when a policy is cancelled or non-renewed and not placed with another carrier, renewed with an advanced **retroactive date** or changed to an “occurrence” form policy. Please note the **extended reporting period** does not extend the coverage period, only the time to report. The **extended reporting period** is usually available for a period of 12, 24, or 36 months, in some cases, longer.

Continuity Date

This is the first date that a policy or particular limit is carried. It may act as a **retroactive date**. Some policies may have a **retroactive date and a continuity date**, especially if limits have been changed over the years.

It is very important that careful consideration be given to all of the above issues when moving coverage provided by a claims-made and reported policy.

CERTIFIED TERRORISM Terrorism Risk Insurance Act – “TRIA” and Terrorism Risk Insurance Program Reauthorization Act of 2015 – “TRIPRA”)

"Certified Terrorism" is coverage offered by insurance carriers that have the financial backing of the U. S. government under the Terrorism Act of 2002, the Terrorism Risk Insurance Extension Act of 2005, the Reauthorization Act of 2007 and the Reauthorization Act of 2015. The Act is known as “TRIA.”

"Certified Terrorism" is defined under the act as: Any act that is certified by the Secretary of the Treasury, in consultation with the Secretary of Homeland Security, and the Attorney General of the United States, to be an act of terrorism. Criteria include:

- a. The act is an act of terrorism.
- b. The act is violent or dangerous to human life, property of infrastructure.
- c. The act resulted in damage within the United States, or outside of the United States

Missions or certain air carriers or vessels.

- d. The act has been committed by an individual or individuals as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States government by coercion.

- e. The act must cause at least \$5,000,000 in overall insured losses attributable to all types of insurance subject to the Act.

- f. The Federal Government will pay based on formula established by law; 85% through 2015, 84% 2016; 83% 2017; 82% 2018; 81% 2019 and 80% 2020, but no more than 100 billion dollars. The carrier's maximum payment is 100 billion dollars in total for all losses.

No act may be certified as an act of terrorism if the act is committed as part of the course of a war declared by Congress (except for Workers' Compensation) or if losses resulting from the act, in the aggregate for insurance subject to TRIA, do not exceed \$5,000,000.

IMPORTANT DECLARATION AND DISCLOSURE INFORMATION

This document and the information contained herein is designed in a format that is easy to understand and compare against previous insurance programs. As such, it is necessary to use generalized terminology. This document does not in any way confirm that coverage is, or will be, in effect. Coverage can only commence after your request for coverage is accepted by the insurance company, and a deposit premium has been received. This proposal does not in any way infer or suggest that coverage as proposed will be broader than the standard forms provided by the quoted insurance company unless the broadening features are specifically mentioned in writing in this format. The presenter of this proposal has no authority to broaden or infer coverages beyond those that are stated in writing. This proposal is only valid for 30 days.

This proposal is a summary of terms and conditions proposed by the insurers based on the information obtained from you. Therefore, you are solely responsible for the accuracy of the information furnished to the insurance carriers. We are not responsible for verifying any of this information which you have provided, nor shall we have any liability that arises from the inaccuracy of the information which you provided. All changes in your exposures to loss should be reported to us immediately so that proper coverage may be affected.

The policy must be reviewed for all of the coverages, terms, conditions, and exclusions. Policy forms will be made available at your request. The issued policy will supersede this proposal.

Upon acceptance of this proposal, it is necessary to effect insurance with proper values. Reviewing each of the coverages proposed and making changes and updates in accordance with current information and conditions is recommended. Higher limits may be available upon request.

It is important to note that any requests that you make, regarding this proposal or into the future, to change or bind your insurance coverage through email, voicemail or verbally with our staff will not take effect until written notice is received from us.

Any advice or guidance provided by any of our staff shall not be construed or relied upon as legal, accounting or actuarial advice. We encourage you to work with other professionals in those specific areas and for those specific matters.

Please also note that many insurance carriers have very strict claim reporting terms and conditions and can include wording that restricts or negates coverage should the carrier not be immediately notified of a potential claim. It is important that you refer to your actual policies for these requirements and follow them closely.

Compensation

For the placement and service of your insurance program, we will receive commission-based compensation from selected insurance companies and/or wholesale intermediaries. The compensation received by us may differ depending on the product and the insurance company. We may receive additional contingent compensation from these insurance companies based upon other aggregate factors, such as claims experience, growth in new business, retention of the business, total premium volume placed, etc. We may also be reimbursed for services rendered under contract with selected premium finance companies that agree to finance your insurance premiums. Any additional fees in lieu of commissions or for services such as claims, loss control and general risk management, will be outlined in the proposal.

Data Protection and Use

We are committed to protecting the privacy of your personal data. In our role as an insurance broker, we may use the data you provided us in the process of securing quotes or coverage, claims management, typical policy servicing, etc. and that data may be provided to various insurance carriers or intermediaries. If you have any specific questions about the use or access to this data, please let us know and we would be happy to discuss it with you.

IMPORTANT DECLARATION AND DISCLOSURE INFORMATION

With respect to your logo(s) and unless otherwise instructed by you, we may, without notice or consent, use your logo(s) and other publicly available information in our marketing efforts and materials with the intent of adding additional clients and growing our business.

Insurance Carrier Rating

If we have provided information in the proposal as to the current rating of an insurance carrier through the AM Best Company, which is an independent rating company, please understand that to the best of our ability we are providing their current rating as of the date of the proposal. However, these ratings are subject to change at any time. Therefore, if the rating of the carrier is important to you or your business, we advise that you check the current rating by accessing their website directly at ambest.com for the most current status and rating of your insurance carrier.

IMPORTANT NOTICE:

- 1. The insurance policy that you are applying to purchase is being issued by an insurer that is not licensed by the State of California. These companies are called "nonadmitted" or "surplus line" insurers.**
- 2. The insurer is not subject to the financial solvency regulation and enforcement that apply to California licensed insurers.**
- 3. The insurer does not participate in any of the insurance guarantee funds created by California law. Therefore, these funds will not pay your claims or protect your assets if the insurer becomes insolvent and is unable to make payments as promised.**
- 4. The insurer should be licensed either as a foreign insurer in another state in the United States or as a non-United States (alien) insurer. You should ask questions of your insurance agent, broker, or "surplus line" broker or contact the California Department of Insurance at the toll-free number 1-800-927-4357 or internet website www.insurance.ca.gov. Ask whether or not the insurer is licensed as a foreign or non-United States (alien) insurer and for additional information about the insurer. You may also visit the NAIC's internet website at www.naic.org. The NAIC-the National Association of Insurance Commissioners-is the regulatory support organization created and governed by the chief insurance regulators in the United States.**
- 5. Foreign insurers should be licensed by a state in the United States and you may contact that state's department of insurance to obtain more information about that insurer. You can find a link to each state from this NAIC internet website: https://naic.org/state_web_map.htm.**

6. For non-United States (alien) insurers, the insurer should be licensed by a country outside of the United States and should be on the NAIC's International Insurers Department (IID) listing of approved nonadmitted non-United States insurers. Ask your agent, broker, or "surplus line" broker to obtain more information about that insurer.

7. California maintains a "List of Approved Surplus Line Insurers (LASLI)." Ask your agent or broker if the insurer is on that list, or view that list at the internet website of the California Department of Insurance: www.insurance.ca.gov/01-consumers/120-company/07-

8. If you, as the applicant, required that the insurance policy you have purchased be effective immediately, either because existing coverage was going to lapse within two business days or because you were required to have coverage within two business days, and you did not receive this disclosure form and a request for your signature until after coverage became effective, you have the right to cancel this policy within five days of receiving this disclosure. If you cancel coverage, the premium will be prorated and any broker's fee charged for this insurance will be returned to you.

Signature

Date: _____

Insured: Orange County Educational Arts Academy

D-1 (Effective January 1, 2020)

FY24 Full Model Schools Pricing Calculator (see tab for instructions)

Pricing Group	3+ Year Non-credentialed Partners (NC)			
Partner Name	OCCEA			
Product	Minimum Requirements	Additional units	Unit Price	FY24 Contract Value
Direct Service Day- Non-Clustered (Renewals Only)	20		\$ 2,150.00	\$ 43,000.00
National Conference	2		\$ 1,000.00	\$ 2,000.00
Pre-Conference Day Slot	0		\$ 400.00	\$ -
1-Day Institute Slot#	0		\$ 400.00	\$ -
3-day Institute Slots#	0	2	\$ 1,000.00	\$ 2,000.00
Site Seminars	0	3	\$ 600.00	\$ 1,800.00
Regional Leadership Cohorts	1	1	\$ 1,000.00	\$ 2,000.00
Mentor School Package*	0		\$ 15,000.00	\$ -
Credentialed School Institute	0		\$ 1,000.00	\$ -
			Total Contract Value	\$ 50,800.00

Dear OCEAA Staff, families and fellow board members,

It is with mixed emotions that I am writing to inform you of my resignation from the Orange County Educational Arts Academy Board of Directors. After nine years of service, the last three as Board Chair, I feel that it is time for me to step down and make room for new leadership that has the bandwidth, capacity and skillset to help OCEAA go to the next level.

When I first joined the Board, my goals were to help make the facilities a priority, improve operations, and develop more services for students and their families. I am proud to say that since then, we have achieved so much together. Over the last 9 years OCEAA has:

- Hired an exceptional Executive Director
- Moved from regular budget deficits to surpluses
- Upgraded the lights across the campus
- Built classrooms in the annex
- Installed the largest mural in Orange County
- Upgraded the playground space
- Kicked off a capital campaign for remodeling the library
- Added online donation functionality
- Hosted numerous classes for families

I am grateful for the opportunity to have served on the Board of Directors for the Orange County Educational Arts Academy. It has been an honor to work with such dedicated and talented individuals who are committed to providing a high-quality education for all students. I am confident that OCEAA will continue to thrive under the leadership of the new Board, Mike and all of the amazing staff.

As a parent, as a community member, as a leader, I've seen that OCEAA is a special place. I can't wait to see what is next.

I will be happy to help with the transition process in any way that I can.

Thank you again for the opportunity to serve on the Board of Directors. I wish you all the best in the future.

In service,

Scott Overpeck