

IV. Reconvene to Open Session and Report of Action from Closed Session, If Any 7:09 PM – No report

V. Public Comment

No public comment

VI. Board and Staff Reports

A. Staff Reports

1. Executive Director – Mike Limon
2. School Director – Pedro Llorente

B. Operations Report – Dennis Nguyen, CSMC

C. Board Contact and Relationship Mapping

VII. Items for Consent

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

- A. Approval of Minutes from June 2023 Board Meeting
- B. Approval of Minutes from August 5, 2023 Board Retreat
- C. Ratification of March 2023 Check Register
- D. Ratification of April 2023 Check Register
- E. Ratification of May 2023 Check Register
- F. Ratification of June 2023 Check Register
- G. Ratification of July 2023 Check Register

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

~~VIII. Create Ad Hoc Committees for 2023-24 School Year~~

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

IX. Review and Approve Consolidated Application for Title Funding for FY23-24

Action: Approve Consolidated Application for Title Funding for FY23-24	Motion: FS Second: JR
	Vote: 5 for 0 against

X. Review and Approve 2023-24 OCEAA Family Handbook

Action: Approve 2023-24 OCEAA Family Handbook	Motion: FS Second: KC
	Vote: 5 for 0 against

XI. Approve Declaration of Need for Fully Qualified Educators for the 2023-24 School Year (CL-500)

Action: Approve Declaration of Need (CL-500)	Motion: BS Second: KC
	Vote: 5 for 0 against

XII. Ensure to Remove Rocio Cervantes as OCEAA designated Bank Signor for Bank of the West

Action: Remove Rocio Cervantes as OCEAA designated Bank Signor for Bank of the West	Motion: BS Second: JR
	Vote: 5 for 0 against

XIII. Approve Local Assignment Options for Ms. Gee, Ms. Gomez, and Ms. Vargas

Action: Approve local assignment options for Ms. Gee, Ms. Gomez, and Ms. Vargas	Motion: JR Second: FS
	Vote: 5 for 0 against

XIV. Items for Future Meetings

The next regularly scheduled meeting is on September 13, 2023.

XV. Adjournment

The meeting was adjourned at 8:08 PM.

School Director Board Update

August 9th, 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.
- Finalizing protocols for fundraising and field trips. FSO connections
- Materials picked. Eureka Math ordered. New texts for integrated 3rd and 4th grades plan have begun to arrive, as have new copies of SLA novels for 6th-8th grades.

● Hiring:

- All academic positions covered
- Final enrollment, around 645 students.
- Hired a new Nutritional Specialist.

● Facilities

- Library, Art Room, Classrooms, sign, new mural from lockers.

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

■

➤ Assessments

■

❖ EL Coordinator Report:

❖ Initial ELPAC:

- There are 39 incoming students who qualify to be take the Initial ELPAC

- Instructional Assistants began testing on August 2nd; first time that testing has begun before the first day of school since ELPAC replaces CELDT!

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

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

- The Aim statement for this year's High-Quality Work Theory of Action is: If all grade-level teacher teams at OCEAA backward plan Standards-Based Year Plans (SBYP) that strategically-integrate each Spanish Language Arts and English Language Arts with Social Studies, Science and/or the Arts to build enduring understandings across subjects, 80% or more of all students and of students groups will be able to demonstrate proficiency (score 3-4) on cross-curricular summative assessments (or culminating products) at the end of each unit*.
 - *TK-5th lead 3 cross-curricular units per year and 6th-8th grades lead 2 units per year in each language.
- Dolores López and Monica Bennett Gee collaborated over the summer to completely revamp the 4th grade instructional plan (Standards-Based Year Plan) to better integrate content across subjects, increase the cultural relevance, and include additional science in support of three teachers new to 4th grade at OCEAA
- Fifth grade ELA will replace their last unit of the year with a Science-integrated EL Education module to increase the amount of Science instruction provided in that grade level


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.

2023–24 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Mike Limon
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	08/07/2023

*****Warning*****

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2023–24 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Mike Limon
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	08/07/2023
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2023–24 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/14/2023
Authorized Representative's Full Name	Mike Limon
Authorized Representative's Title	Executive Director

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2023–24 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
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District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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2023–24 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	\$125.15
Estimated English learner student count	248
Estimated English learner student program allocation	\$31,037

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$0
Program and other authorized activities	\$31,037
English Proficiency and Academic Achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$31,037

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2023–24 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2022–23 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	There are no known deficiencies at this time.

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Family Handbook

2023 – 24





Dear OCEAA School Community,

On behalf of the OCEAA Board, Families Supporting OCEAA (FSO), teachers, and staff, we would like to welcome you to Orange County Educational Arts Academy (OCEAA). We are both delighted and honored that you chose and continue to choose our school to play a central role in your child's education.

It has been the highlight of my professional career to serve as the Executive Director these past 5 academic school years. I bring over a decade of national education technology experience to OCEAA, I can tell you that there are not many schools like OCEAA! Through my national work, I was able to visit school upon school and I'm able to share that we have such a unique approach to education. OCEAA was named the Best Bilingual School by Parenting OC Magazine and was recently featured in the Reader's Choice issue and we are looking forward to continued recognitions as we embark on our 19th year.

I continue to be immensely proud of the way our teachers, staff, students and parents come together year over year to deliver high quality instruction and unique experiences for your child(ren). Without these dedicated individuals we would not have the high-quality educational program we desire for our students.

Lastly, the family involvement and community partnerships remain fundamental to our success at OCEAA. We couldn't operate without the families and individuals who contribute many volunteer hours of direct support for teachers, students, and various programs. We are looking forward to continued initiatives to move our school forward and enhance our facilities for our students!

There are numerous ways to get involved and we invite you to find your passion through multiple opportunities extended to our families. To an amazing and safe 2023-24 school year!

Best regards,

A handwritten signature in black ink, appearing to read "Mike Limón". The signature is fluid and cursive, with a long horizontal stroke at the end.

Mike Limón
Executive Director



Hello everyone at OCEAA. ¡Hola a todos!

2022-2023 was a year of changes. We increased the amount of events to more than 110. We added new shows like Annie, where OCEAA students showcased their phenomenal talent, and connected with Pacific Symphony through Class Act. Our assemblies exemplified our commitment to social justice, and afforded families opportunities to enjoy and celebrate with their children. Systems that cemented our return to normalcy were prioritized, including capital projects and new curricula. Math, Chess, Robotics, have become part of the after-school offerings last year.

As part of our credentialing process with EL Education, we empathized *Crew* because we believed in our habits of character, and our strength as a community. Our mission and vision are grounded in this work; “we are Crew” as coordinators, as parents and staff working together, as students and adults deciding together, as students working in collaboration. This impetus has been crucial in the development and the application of the Crew Scope and Sequence curriculum, and will continue this 23-24 school year.

We are asking ourselves questions. How can we know current levels of students' performance? What do different students need in teaching and learning, and also socio-emotionally? What support do teachers need? Last year we surveyed teachers and students through Panorama to ensure our Crew curriculum was aligned to the purported needs. This year, we want to ensure we help through counseling and group work. In returning to school, guaranteeing outlets for socio-emotional development is primordial.

Many of the questions we asked ourselves meant a new design of goals for OCEAA. How can we use data to know what students can learn next? How can we design a curriculum that engages students and is organized per grade level and across grade levels? How can families provide more feedback about the running of the school? The answers to these questions will define our 2023-2024 goals.

To all of you, I thank you for helping us last year, for being the most vibrant community I have ever worked with, and for trusting us in the work we do daily. We do it by always thinking first about your students, your children are our priority. And there is always room to grow.

Thanks for being in this together.

Warm Regards,

A handwritten signature in black ink, appearing to read "Pedro", with a long horizontal flourish extending to the right.

Pedro Llorente, Ed.D.

School Director



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Contact Information and Important Dates

OCEAA 714-558-ARTS (2787)

www.OCEAA.org

Leadership, Administration, and Office Staff		
Executive Director	Mike Limón	mlimon@OCEAA.org
School Director	Pedro Llorente	pllorente@OCEAA.org
Operations Manager	Carlos Santana	csantana@OCEAA.org
Attendance	Attendance	attendance@OCEAA.org
Health Office	Haide Rodriguez	healthoffice@OCEAA.org
Main Building Receptionist	Danali Guillen	receptionist@OCEAA.org
Annex Receptionist	Araceli Dueñas	receptionist@OCEAA.org
Nutritional Services Manager	Vacant	nalonso@OCEAA.org
FSO Parent Group	FSO	fso@OCEAA.org
OCEAA Board of Directors	OCEAA Board	board@OCEAA.org

Multi-Tiered System of Supports Team (MTSS)		
Counselor	Iván Luna	iluna@OCEAA.org
Dual Language Immersion Curriculum and Instruction Coordinator	Monica Bennett Gee	mbennettgee@OCEAA.org
School Culture and Character Coordinator	Jocelyn Vargas	jvargas@OCEAA.org
Assessment and Intervention Coordinator	Doraima Gómez	dgomez@OCEAA.org
Special Education Coordinator	Micki Webb	mwebb@OCEAA.org

Program Leaders		
Arts	Arts Department	arts@OCEAA.org
Facilities	Enrique Luna	maintenance@OCEAA.org
Foster and Mobile Youth Liaison	Carlos Santana	csantana@OCEAA.org
KEDS and Student Activities	Miriam Ramírez	mramirez@OCEAA.org

OCEAA Family Tech Help
FamilyTechHelp@OCEAA.org

OCEAA Academic Calendar

OCEAA Calendario Familia / Family Calendar

Updated 6/10/23

2023-24

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

www.oceaa.org

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

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

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

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

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

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

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

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

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

April 2024						
S	M	T	W	T	F	S
3/31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
4/1-4/5 Vacaciones de primavera/Spring Break						

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

Registro de regreso a la escuela (en persona) Back to School Registration (in person)						
Primer y último día de clases = Días modificados First & Last Day of classes = Modified Days						
Todos los miércoles = Días modificados All Wednesdays = Modified Days						
No hay clases = Conferencias dirigidas por estudiantes No classes = Student-Led-Conferences						
No hay clases = Días de desarrollo profesional No classes = Professional Development Days						
Día feriados y vacaciones \ Holidays & Vacations						
Fin de trimestre / End of Trimester						

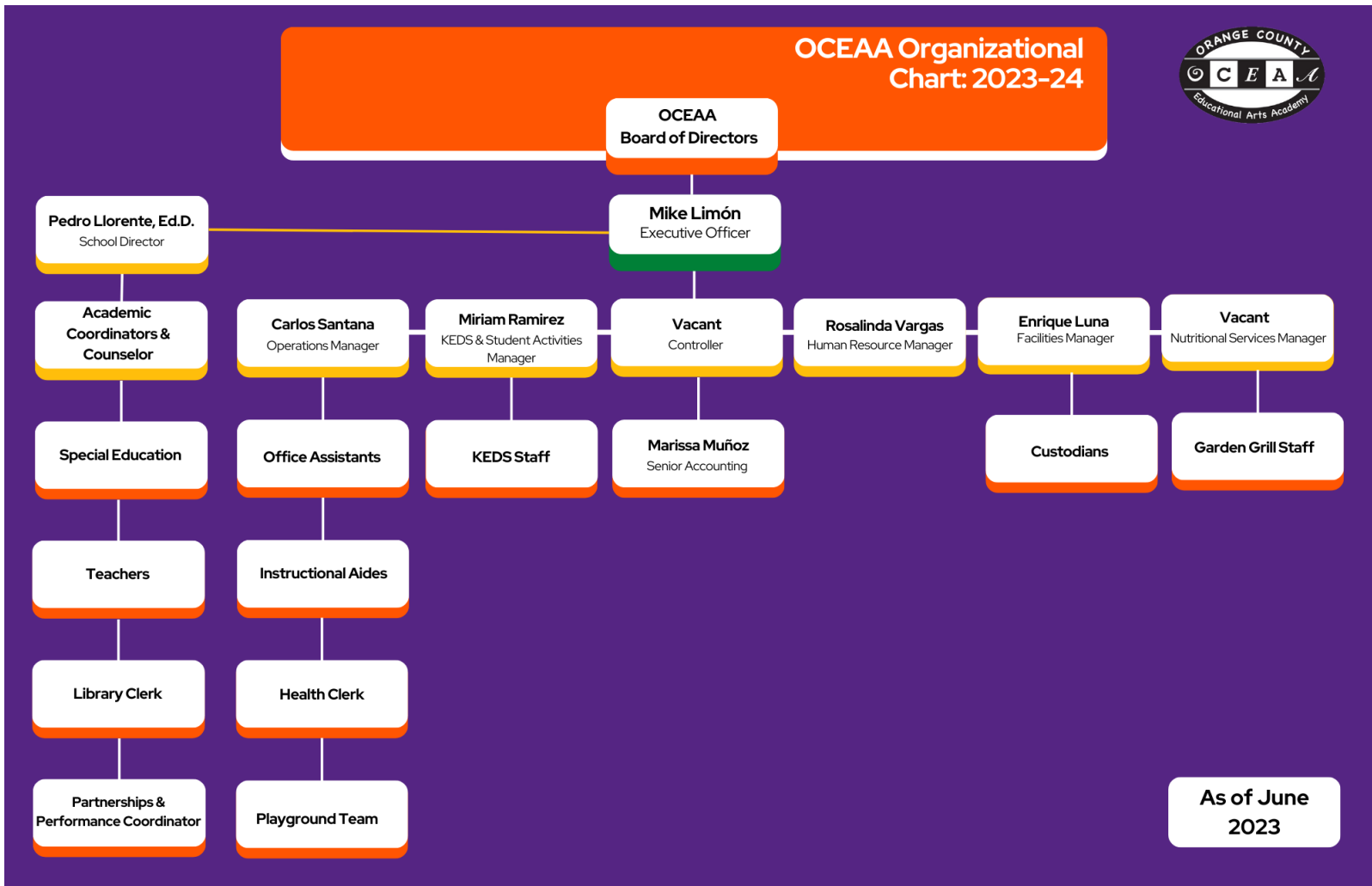
Nota: La mesa directiva de OCEAA reserva el derecho de cambiar los días escolares si circunstancias se presentan (emergencias, negociaciones, clima, etc.) exigiendo la necesidad de cambios. Note: The OCEAA Board reserves the right to change school days if circumstances arise (emergencies, negotiations, weather, etc.) causing the need to make changes. 6/10/23

Non-Student Days for Staff Development

Approximately once a month OCEAA has scheduled non-student days for teacher professional development. On these days' students do not attend school while staff has a workday. The purpose of these staff days is to improve instructional practices to further student learning and achievement. Non-student days are noted on the OCEAA Family Calendar.



OCEAA Organizational Chart



Attendance Policies

OCEAA students must be punctual and in attendance for all classes. Regular attendance is vital to a student's success at OCEAA. The student who is frequently absent misses social interaction and direct instruction even though written work is made up. Just as the OCEAA team works with all students to help them succeed, students and parents must understand they are accountable for regular class attendance and daily assignments. OCEAA encourages parent(s)/guardian(s) to schedule the student's non-school activities and vacations during non-instructional time, or before/after school. Students must attend school in order to participate in any extracurricular events taking place on the same day.

Definitions

- *"Tardy"*: OCEAA starts at 8:10am. Students shall be classified as tardy if the student arrives after that time.
- *"Unexcused Absence"*: A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.
- *"Truant"*: A student shall be classified as a truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Executive Director or designee.
- *"Habitual Truant"*: A student shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.
- *"Chronic Truant"*: A student shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.
- *"School Attendance Review Board ("SARB")"*: The SARB will be composed of Academic School Director, Operations Manager, School Counselor, Attendance Staff, and others as designated. The SARB will discuss the absence problem with the student's parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and student's family, and establish a plan to resolve the attendance issue.

1. The SARB shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
2. The parent/guardian shall be required to sign a contract formalizing the agreement by the parent/guardian to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SARB shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
 - a. Parent/guardian to attend school with the child for one day
 - b. Student retention
 - c. After school detention program
 - d. Required school counseling
 - e. Loss of "walker status" privilege to be accompanied by parent to school
 - f. Loss of field trip privileges
 - g. Loss of school store privileges
 - h. Loss of school event privileges
 - i. Required remediation plan as set by the SARB
 - j. Notification to the County District Attorney
3. The SARB may discuss other school placement options.
4. Notice of action recommended by the SARB will be provided in writing to the parent/guardian.

Attendance Reporting Definitions:

- Absent: An absence NOT verified by the parent/guardian.
- (U) Absent not approved: An absence for reasons such as family vacation, personal, transportation problems, or due to parent not verifying the absence within 1 week are unexcused.
- (X) Medical/dental appointment, ill, religion, bereavement: Excused absence by a parent/guardian.
- (T) Tardy Unexcused: Being late to class by 10 mins or less. Excessive tardiness may result in the student being placed on Attendance Probation for the remainder of the school year.
- (TE-N29) Tardy/Early Release Not Excused 29 mins or less
- (TE-X29) Tardy/Early Release Excused 29 mins or less
- (TE-N30) Tardy/Early Release Not Excused 30 mins or more
- (TE-X30) Tardy/Early Release Excused 30 mins or more
- Waiting for Independent Study: When a student takes three (3) or more consecutive school days and requests assignments.
- (H) Independent Study: Upon returning to school from taking three (3) or more consecutive school days and the Independent Study is completed and returned.

Absences

When a student is absent, parents are required to call our attendance clerk prior to 8:15 am at (714) 558-2787 or email attendance@oceaa.org to report an absence for OCEAA. Every absence, even for part of the day, interferes with your child's social and academic progress in school. OCEAA expects students to arrive on time and attend school all day, every day.

If you are not able to call to report an absence, parents are to send or email a note to the attendance clerk explaining the absence when the student returns to school. The note should include the absence date(s), reason for the absence, first and last name of the student along with their homeroom teacher and grade.

If the absence is not verified through a phone call or note to the school, an additional message will be sent to verify the absence. Parents are required to notify the school with the reason for any absence. If an absence is not verified within one (1) week of an absence, that absence will be marked unexcused.

The school must be notified each day your child is absent.

Excused Absences

A student not present in class for any reason is considered absent. The law specifically states that a pupil must be legally excused from compulsory attendance under certain circumstances. The following are acceptable excuses for absences:

- Personal illness or injury. A doctor's note is required for illness of three (3) days or more.
- Students with communicable or contagious illness are encouraged to remain home until recovered or cleared by a doctor to return.
- Student's quarantine as directed by a doctor or city/county health officer.
- Student's personal medical, dental, optometric or chiropractic services rendered verified by a note from a medical professional.
 - Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
- Attendance at funeral services for a member of the student's immediate family:
 - Excused absence in this instance shall be limited to one (1) day if the service is conducted in California or three (3) days if the service is conducted out of state.
 - "Immediate family" shall be defined as parent or guardian, grandparent, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any other relative living in the student's household.

- The parent *must* provide documentation in order for the absences to be marked excused such as an obituary, newspaper announcement, death certificate or a parent note are acceptable forms of documentation.
- Spending time with a member of the scholar's immediate family who is an active duty of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
 - Participation in religious instruction or exercises as follows: The student shall be excused for this purpose on no more than four (4) school days per month.
- For the purposes of jury duty in the manner provided for by law.
- Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal).
- For the purpose of serving as a member of a precinct board for an election pursuant to Election Code section 12302.
- Attendance at the student's naturalization ceremony to become a United States citizen.
- Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.
- Authorized at the discretion of the Executive Director or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.
- A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.
- In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
- For the following justifiable personal reasons for a maximum of five (5) school days per school year, upon advance written request by the student's parent or guardian and approval by the Executive Director or designee pursuant to uniform standards:
 - Appearance in court as a defendant or subpoenaed witness.
 - Observation of a holiday or ceremony of the student's religion.
 - Attendance at religious retreats not-to-exceed four (4) hours twice per year.
 - Employment interview or conference, high school orientations (8th graders only).
 - Appearance at SARB.

- Employment in the entertainment industry for a maximum of five absences per school year with prior principal approval
- Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

After five (5) or more absences in a school year (excused/unexcused or verified/unverified), ALL absences must be verified with a note from a medical professional to be excused.

Process for Addressing Truancy

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Executive Director or designee. The student's classroom teacher may also call home.
2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Executive Director or designee. In addition, the student's classroom teacher may also call home and/or the Charter School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "**Truancy Letter #1 – Truancy Classification Notice**" from the Charter School notifying the parent/guardian of the student's "Truant" status. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked. This letter shall be re-sent after a fourth (4th) unexcused absence.
3. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive "**Truancy Letter #2 – Habitual Truant Classification Notice and Conference Request,**" notifying the parent/guardian of the student's "Habitual Truant" status and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract. In addition, the Charter School will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
4. Upon reaching six (6) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a "**Truancy Letter #3 – Referral to SARB Meeting**" and the student will be referred to a Student Success Team (SST) and the SARB.

5. If the conditions of the SARB contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known school district of residence.
6. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.
7. If a student is absent ten (10) or more consecutive school days without valid excuse and the student's parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be disenrolled in compliance with the Involuntary Removal Process described below. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of the student's enrollment and attendance at another public or private school (i.e., a CALPADS report).

Process for Students Who Are Not in Attendance at the Beginning of the School Year

When a student is not in attendance on the first five (5) days of the school year, the Charter School will attempt to reach the student's parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, the student's parent/guardian must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance by the sixth (6th) day of the school year due to an unexcused absence will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first (1st) day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.
2. Students who have indicated their intent to enroll but have not attended by the third (3rd) day of the school year and do not have an excused absence will receive a letter indicating the student's risk of disenrollment.

3. Students who have indicated their intent to enroll but have not attended by the fifth (5th) day of the school year and do not have an excused absence will receive a phone call reiterating the content of the letter.
4. Students who are not in attendance by the sixth (6th) day of the school year and do not have an excused absence will receive an Involuntary Removal Notice and the CDE Enrollment Complaint Notice and Form. The Charter School will follow the Involuntary Removal Process described below, which includes an additional five (5) schooldays for the parent/guardian to respond to the Charter School and request a hearing before disenrollment.
5. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of the student's enrollment and attendance at another public or private school (i.e., a CALPADS report).
6. The Charter School will use the contact information provided by the parent/guardian in the registration packet.
7. Within thirty (30) calendar days of disenrollment, the Charter School will send the student's last known school district of residence a letter notifying it of the student's failure to attend the Charter School.

Tardies/Early Releases

School begins promptly at 8:10 AM. Students are marked tardy when they are not in their classroom at 8:10 AM. Students arriving after 8:20am must be escorted by parents/guardians to the front office to sign the tardy slip for our records. Parking is usually free (no fee collector on duty) until 9:00 AM at the parking structure located on Sycamore Street. Students are expected to be in school until scheduled release time. Students who leave prior to school ending must be checked out at the front office by parent or emergency contact.

Early releases are reflected in the Tardy count. Excused tardiness or early release is for illness, medical/dental appointments (verified by an official document such as letterhead, including contact name, signature and phone number). Oversleeping, traffic, flat tire, leaving early for personal reasons, etc. are NOT considered valid reasons for excused tardies/early releases.

Consequences for Frequent Tardies

OCEAA is dedicated to academic achievement and success for all students. Regular school attendance is a critical part of that success. Our school is committed to reducing our tardy rate; regular, on time attendance results in improved academic skills, as well as social and emotional growth for our students.

We utilize our school-wide discipline policy to provide consequences for frequent tardiness:

- Every third tardy slip will result in a Character Communication.
- The first two tardy slips are warnings – tardy slips are to be signed by parents when issued. If a parent does not escort his/her student into the building to sign the tardy slip, the homeroom teacher will send a copy of the tardy slip to the parent via ParentSquare or email.

- When 3 Character Communications have been issued for tardiness, an Office Discipline Referral (ODR) will be completed by the homeroom teacher and submitted to an administrator for follow up with parents.

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of the Charter School's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) schooldays before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include:

1. The charges against the student
2. An explanation of the student's basic rights including the right to request a hearing before the effective date of the action
3. The CDE Enrollment Complaint Notice and Form

The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Referral to Appropriate Agencies or County District Attorney

It is the Charter School's intent to identify and remove all barriers to the student's success, and the Charter School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

If a student's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents/guardians fail to attend a required SART meeting, the Charter School shall notify the County District Attorney's office, which then may refer the matter for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

Reports

The Executive Director, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

Independent Study

While the State of California allowed extended opportunities for students to have flexible school attendance options in the past, this is no longer an option for OCEAA students in the 2023-2024 school year. OCEAA is a classroom instruction charter school and as such OCEAA expects parent(s)/guardian(s) to schedule the student's non-school activities and vacations during non-instructional time, before and after school.

There may occasionally be times a student may need to be off campus (i.e., warranted absences, extended illnesses, lack of immunizations, trips that absolutely cannot be scheduled outside of school schedule). Independent Study is a short-term instructional option designed to address those individual student's needs (i.e., warranted absences, extended illnesses or lack of immunizations). It is an alternative to classroom instruction consistent with the general course of study and not an alternative curriculum and is only available for absences from school for three (3) or more consecutive school days. Independent Study must be approved by the School Director or designee prior to the absences. Parents are required to request an Independent Study Contract from the teacher (at least one week prior to the first day of absence), pick up and sign the contract prior to first date of absence, and return signed/completed contract by due date.

No student may be on Independent Study for more than fourteen cumulative (14) total days in a school year. Parents and students are responsible to return the signed contract and work by the date on the contract. If the student has been on Independent Study before and has not completed the work as assigned, another Independent Study will not be allowed without an allowed exception. It is up to the School Director or designee as to whether he/she should be allowed to participate in the program again.

Independent Study enables students to continue learning opportunities and enables the school to receive average daily attendance credit when a student completes work off campus. Please notify the attendance office if you would like to initiate an Independent Study when your child is planned to be absent for three (3) or more consecutive school days.

Academic Policies

General Information

OCEAA students are held accountable for appropriate conduct and for learning the skills necessary to meet grade level performance standards. At the beginning of the year, the school and its teachers will communicate to parents and students a description of their course curricula, and the essential knowledge and skills to be learned in order to attain grade level proficiency and be promoted to the next grade.

Students are expected to meet proficiency requirements in all subjects, as determined by standards-based rubrics and benchmarks. Student academic performance is evaluated with a variety of measures including state standardized tests, interim assessments, exams, projects and performances.

Standards-Based Grading

Teachers collaborate in teams to develop lessons based on grade level priority standards and Learning Targets. Assignments and grades are aligned with the standards the Learning Targets address. Summative assessments, such as exams, projects, and presentations are assessed using four-point standards-based rubrics. Summative assessment scores are entered into PowerSchool and can be viewed using your parent account.

Formal progress reports are provided at the end of each trimester; students are graded on academic achievement and demonstration of the OCEAA Habits of Character. Academic grades represent current levels of student achievement as described in California and Common Core State Standards. Character grades represent achievement in OCEAA's Habits of Character: Perseverance, Integrity, Collaboration, Compassion, and Courage. Academic and Character performance are reported separately.

Schoolwide Standards Based Grading Scale

OCEAA has adopted a schoolwide standards-based grading scale. The academic scale has 4 levels of performance described as follows:

TK-8 Academic Performance Levels

4 = Advanced

3 = Proficient

2 = Approaching

1 = Below

Advanced (4): The student consistently meets and at times exceeds (more depth/ extension with grade-level work and/or performing at a higher grade level) the standard as it is described by the grade level key indicators. The student, with relative ease, grasps, applies, and extends the key concepts, processes, and skills for the grade level. The student's work is comparable to the student models and rubrics that are labeled advanced.

Proficient (3): The student regularly meets the standard as it is described by the grade level key indicators. The student demonstrates proficiency in the vast majority of the grade-level key indicators. The student, with limited errors, grasps and applies the key concepts, processes, and skills for the grade level. The student's work is comparable to the student models and rubrics that are labeled proficient.

Approaching (2): The student is beginning to, and occasionally does, meet the standard as it is described by the grade-level key indicators. The student is beginning to grasp and apply the key concepts, processes, and skills for the grade level but produces work that contains many errors.

The student's work is comparable to the student models and rubrics that are labeled approaching.

Below (1): The student is not meeting the standard as it is described by the key indicators for this grade level. The student is working on key indicators that are one or more years below grade level. The student's work is comparable to the student models and rubrics that are labeled below.

The Character scale has 4 letters codes described as follows:

TK-8 Character Codes

E = Excellent

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

Students set goals and reflect on character development in each trait:

Courage: We use our thoughts, words, and actions to take the first steps. We advocate for doing what's right in all areas of life.

Integrity: We are true to ourselves, do our best, and take pride in what we do. We value honesty and doing the right thing.

Perseverance: We stick with things, even when they're challenging. We go beyond what we think we can do by combining determination and a positive attitude.

Collaboration: We work together respectfully. We value every voice and encourage every talent.

Compassion: We show kindness by caring for and helping others. We foster empathy by learning more about others' perspectives.

Progress Monitoring

Communication with classroom teachers concerning the grading and the return of your child's work is critical. Parents should check student progress throughout the year using their individual PowerSchool login for their student and may request a conference with their children's teachers at any time. Informal updates, Student-Led Conferences, Student Success Team (SST) meetings and Response to Intervention (RtI) meetings serve as progress reports throughout the year.

Promotion

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade level academic and citizenship standards.

Eighth grade students are required to successfully complete coursework with a minimum 2.0 SGA (Standards Grade Average) in order to receive a "Certificate of Promotion" from OCEAA. Students at risk of not meeting this requirement will be provided additional supports in the last trimester of 8th grade. In order to participate in promotion activities, 8th grade students must also have satisfactory citizenship standing. Student and parent presentations will be given annually to ensure all 8th grade families understand these requirements.

Retention

OCEAA strives to identify students who are at risk of retention at their current grade level as early as possible in the school year and as early in their school careers as practicable. Such students may be identified from Kindergarten onward. Before retaining a student, the School Director shall determine that:

1. The student has been identified for retention on the basis of not meeting minimum levels of proficiency, as indicated by grades and the following additional indicators of academic achievement:
 - a) State assessments
 - b) Local assessments
 - c) Excessive attendance/enrollment gaps
2. The student has received interventions related to the targeted area of need, but the student's achievement was not sufficient to be prepared for advancement.
3. The student will receive appropriate support targeted to the student's needs and maturity during the retention school year.

Retaining a student is an important decision. OCEAA uses different sources of data and connects with parents to determine which candidates to retain. Students in kindergarten through 2nd grade are identified for retention primarily on the basis of their reading proficiency level. The older the student, the more evidence is necessary to compile and consider in order to choose retention. This is especially true for students in 3rd grade and older. With regards to students with learning disabilities, the determination as to the appropriate standards for promotion or retention should be made as part of the IEP process.

Classwork and Homework

Classwork and homework provide students with practice in applying standards-based skills that are taught and allow them to extend their learning.

- Classwork will be reviewed to provide feedback to students in a timely manner.
- If a student has three missing assignments, the family will receive a Character Communications (Minor Discipline Referral) and contact by phone or email, and the student will be provided time in After-School Revision to complete the work.
- If a student receives three (3) Character Communications for missing assignments, the teacher will issue an ODR (Office Discipline Referral). An administrator or designee will contact the parent to discuss the next steps to support the student to complete academic assignments consistently.

The purpose and frequency of homework will vary based upon the maturity and needs of students. Grade-level homework routines will be explained at Curriculum and Character Expectations Night.

Homework serves a number of purposes: to practice classroom learning, to develop responsibility and work habits, and to provide parents an opportunity to interact with their children and their education. Parents can be involved in their children's practice of academic skills by holding daily conversations about their learning and classroom activities.

- PowerSchool - Teachers record standards-based assessment scores in PowerSchool. Parents can access PowerSchool with their individual log in, which was created at time of application to OCEAA. Directions on how to obtain your forgotten username or password are included in your Back-to-School Registration Letter and available on our website.

English Learners

Students who have not been enrolled in a California K-12 public school prior to being enrolled in OCEAA and for whom the Home Language Survey completed during enrollment indicates any language other than English: was the child's first language, is spoken most frequently in the home, and/or is the language spoken most frequently to the child, must, by California law, be administered the current CA English Proficiency test, the [English Language Proficiency Assessments for California \(ELPAC\)](#). The results of the Initial ELPAC assessment will be shared with the parent within 30 days of the student's enrollment at OCEAA. Before students are enrolled in the dual language immersion program, a support for English learners, parents/guardians shall receive information about the program and their opportunities for parental involvement.

Once identified as an English learner, a student shall be annually assessed for language proficiency with the Summative ELPAC until the student is reclassified based on criteria specified in the EL Master Plan. Parents will be notified of the results of the annual Summative ELPAC.

English learners shall be Reclassified as Fluent English Proficient (“RFEP”) when they demonstrate the ability to comprehend, speak, read and write well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study on measures for reclassification aligned with CA Education Code and approved by the OCEAA Board.

All staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

Student Recognitions, Awards and Honors

There are many ways students receive special recognition. Some of the most valued awards are as follows:

Character Awards

OCEAA takes great pride in recognizing and rewarding its role model students. Those students who follow the OCEAA character traits of Perseverance, Integrity, Collaboration, Compassion, and Courage will be eligible for one or more of the following types of recognition:

- Various recognitions and student of the month certificates.
- Raffles
- Special activities and field trips
- Positive feedback
- Congratulatory notes and letters sent home

Academic Awards

Throughout the year teachers will recognize students for their academic achievement in a variety of areas, including: Independent Reading/AR, Most Improved Academically, science, math, social studies, arts etc.

K, 3rd, 6th and 8th Grade Pathways to Biliteracy Awards

Advanced levels of knowledge and proficiency in another language takes many years and requires significant perseverance and dedication. OCEAA grants the following awards to

recognize benchmarks towards bilingualism and biliteracy, encouraged by the California Department of Education for students enrolled in native, heritage, dual language, and non-native language programs and program models to encourage them to pursue the State Seal of Biliteracy award at their high school culmination. Furthermore, this distinctive acknowledgement affirms positive attitudes towards bilingualism, biliteracy, and sociocultural competence. OCEAA recognizes students who demonstrate proficient or advanced levels of bilingualism and biliteracy on measures of Speaking, Reading and Writing in both Spanish and English at the following points in their dual language journey:

- Completion of Kindergarten: **Bilingual Pathway Award**
- Completion of 3rd Grade: **Pursuit of Biliteracy Award**
- Completion of 6th Grade: **Biliteracy Pathway Award**
- Completion of 8th Grade: **Biliteracy Attainment Award**

Sexual Health Education

OCEAA offers comprehensive sexual health education to its students in grades 7-8. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. OCEAA does not require active parental consent (“opt-in”) for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to OCEAA.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When OCEAA chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student’s health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student’s attitudes concerning or practices relating to sex) may be administered to students in grades 7-8. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent (“opt-out”) process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey

is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to OCEAA.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if OCEAA has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

State Testing

OCEAA shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress ("CAASPP")). Notwithstanding any other provision of law, a parent's or guardian's written request to OCEAA officials to excuse their child from any or all sections of the summative CAASPP assessments shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Surveys About Personal Beliefs

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

Teacher Qualification Information

All parents or guardians may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals.

Animal Dissections

Students at OCEAA may perform animal dissections as part of the science curriculum. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall

not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

California Healthy Kids Survey

OCEAA may administer the California Healthy Kids Survey (“CHKS”) or the Panorama Survey to students whose parents or guardians provide written permission. Both the CHKS and the Panorama survey provide an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables OCEAA to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Multi-Tiered System of Supports

OCEAA is committed to providing high quality instruction and support to promote the highest achievement of all students. Multi-Tiered System of Supports (MTSS) is the framework we use to provide instruction and support that maximizes the success of all students. This will afford students cumulative access to universal, supplemental, and intensive instruction according to students’ needs.

The goal of MTSS is to provide high-quality instruction and the degree of support each student needs to be successful. MTSS is not a special program, class, or intervention, but rather a way of organizing instruction and intervention to help all students and promote early identification of students needing additional academic or behavioral support to be successful.

The key components of OCEAA’s MTSS are:

- High quality academic, behavioral and social emotional curriculum and instruction in the general education setting for all students
- Universal screening to identify students needing supplemental support
- Academic, behavioral and social emotional interventions matched to student need
- Ongoing progress monitoring of student performance (response to interventions)

MTSS organizes instruction and intervention into tiers, which provide differing levels of supports:

- **Tier 1** – All students receive high quality, core academic, behavioral and social emotional instruction and supports.
- **Tier 2** – Students needing supplemental support receive more focused, targeted small group instruction/intervention and supports in addition to core academic, behavioral and social emotional curriculum, instruction and support.
- **Tier 3** – Students needing intensive support based on individual student need in addition to core and supplemental supports.

How does OCEAA identify and support students?

- We screen all students to identify students needing additional support.
- For students needing supplemental or intensive support, the MTSS Team uses a problem solving process to develop and implement evidence-based interventions and monitor student response.
- Problem-solving teams at the individual student level should always include the parents of the student.

What can I expect with MTSS's Student Success Team (SST) process ?

- Information on my child's progress in meeting grade-level standards/expectations
- Early identification of academic or behavioral concerns
- Instruction and intervention support that is matched to my child's academic or behavioral needs
- Involvement in data-based problem solving for my child
- Feedback on how my child is responding to targeted and individual interventions

Character Development & School Discipline

Character Development

OCEAA maintains high expectations for student character as expressed in the following habits of character: Perseverance, Integrity, Collaboration, Compassion, Courage. We strive for our graduates to be ethical community members who take pride in their language, culture, and ability to face challenges with a growth mindset. OCEAA students are compassionate, collaborative leaders who advocate for themselves and others.

To develop student character at such a high level, students and teachers build community through regular class Crew meetings. Character habits are taught at the beginning of each school year and assessed each trimester to help students monitor their behavior choices and set goals.

Citizenship and Student Character

Students are to display good citizenship in all areas of campus including the lunch area, on the playground and in the classroom. Staff and parents can work together to help children understand the meaning and importance of good citizenship and the importance of demonstrating OCEAA's school-wide character traits: compassion, collaboration, perseverance,

integrity and courage. Students can earn character certificates and ribbons monthly. Specific rights, rules and responsibilities regarding student behavior are detailed later in this handbook.

School-wide Discipline Policy

OCEAA views student discipline as a teaching and learning opportunity. Students are expected to take responsibility for their own actions and are required to abide by the consequences, both positive and negative, of those actions. Students will be held accountable for demonstrating good character habits in school, during any school sponsored activity and arriving to/departing from school.

While most expected behaviors are managed through redirection, re-teaching and reinforcement, some behaviors will need collaborative problem solving and concrete consequences to help students repair relationships and make better choices that demonstrate good character.

OCEAA's Multi-Tiered System of Supports (MTSS) is a data-informed system; therefore, two types of discipline reports are used to assist us in identifying behavior trends at the whole school, grade level, classroom and individual student level.

Character Communications

Minor behavior problems are managed by teachers and general staff through redirection, re-teaching and logical consequences. Character Communications are issued when attempts to remedy the behavior are unsuccessful and a logical consequence has been given (detention, apology, community service, etc.). Character Communications let parents know that steps to manage behavior are being implemented.

- 1. Character Communications** help the CoST (Coordination of Services Team) determine when students need supplemental or individual behavioral or social emotional support.

Character Communication documents minor behavior problems, are handled by teachers or other non-administrative staff, and are not part of a student's formal school record.

- 2. Office Discipline Referrals (ODRs):** Office Discipline Referrals are given by teachers and general staff for major behavior violations and are handled by administration. When necessary, these referrals are investigated before administrative consequences are determined. (It is important to note that **3 Character Communications earned in the same category in the same trimester = 1 ODR.**)

ODRs document major and/or recurring behavior violations requiring administrative attention and are recorded in PowerSchool as part of a student's formal school record.

Acceptable Student Use of Technology Policy and Agreement

The use of technology tools at OCEAA is a privilege, not a right. The privilege is given to those who act responsibly. Administrators and staff reserve the right to review files and communications and remove inappropriate files.

Student responsibilities

Device Care

- I will use only the device that has been assigned to me and will keep it in good condition by holding, opening, using, closing and storing it with care and attention.
- I will keep my school device free of any adhesive material that will leave any residue or cosmetically damage any part of the device (stickers or tape).
- I will keep food and liquids away from electronics and will only handle them with clean hands.
- I will charge my assigned device at home every evening and bring it to class ready to use in support of my learning.
- I will not use personal electronic devices including wireless earbuds, gaming devices, and cell phones at school without the prior permission of the school director or designee for a specific academic purpose.
- If I have a personal cell phone or other personal mobile device, I will keep it turned off (not merely with the sound turned off) and safely stored out of sight at all times that I am on campus.
- I understand that OCEAA staff have the responsibility to confiscate unauthorized electronic devices and that only a parent / guardian can retrieve them from the main office.

Acceptable Uses of School Devices and Accounts

- I will use the school's technology accounts and tools for educational purposes only; I will access only the resources permitted and only when directed.
- I will turn off technology at school or at a school event when directed to do so by OCEAA staff.
- I will not take photographs or make audio or video recordings without the written permission of all persons photographed or recorded and the prior permission of the teacher and the school director.
- I will not install software or download extensions onto school computers.

Digital Citizenship

- When communicating or posting on online platforms, I will treat others with respect and use appropriate words and images.

- I will not read, alter or delete other users' files or contributions to shared academic work.
- I will not reveal personal information about myself or others.
- I will not photograph, record, share, duplicate, or save the content of any assessment.
- I will not gain or attempt to gain unauthorized access to school technology or someone else's personal technology.
- I will immediately notify my teacher or other OCEAA employee if I find anything inappropriate and provide any evidence available to me.
- I will notify an adult if I become aware of any technology issues or violations.
- I will credit the sources I use and will comply with all copyright regulations and license agreements.
- I promise not to participate in cyberbullying but to prevent it by:
 - Protecting my personal information. Never providing personal information online, whether in instant messages, social media profiles, chat rooms, blogs, or personal websites.
 - Never sharing my passwords with anyone except my parents, that includes friends.
 - Not responding if someone sends a cruel or threatening message.
 - Remembering that, for a bully, a reaction constitutes a victory. Instead, saving the message or printing it and showing it to an adult.
 - Never opening emails sent by someone I don't know or by someone I know to be a bully.
 - Never putting anything online, not even in an email, that I don't want my peers to see.
 - Never sending messages when I am angry, and always asking myself before clicking the "Send" button, how I would feel if I received the message.
 - Helping my peers who are bullied online by refusing to participate and showing bullying messages to an adult.

Disciplinary Consequences: Suspension, Expulsion and Dismissal

OCEAA administration may, in accordance with the Suspension & Expulsion Policy, suspend or expel a student who has committed any of the enumerated acts included in the Policy.

Review Element 10: Student Suspensions and Expulsions of OCEAA's current Charter petition <https://oceaa.org/board-accountability/charter-petitions/> for these procedures.

Searches

As per student's attire, personal property, vehicle or school property, including books, desks and school lockers, may be searched by the School Director or designee who has reasonable suspicion that a student possesses items prohibited on campus such as certain electronics, cameras, toys, illegal items, or illegally obtained items. These may include illegal substances,

drug paraphernalia, weapons or other objects or substances that may be injurious to the student or to others. Illegally possessed items shall be confiscated and may be turned over to the police. OCEAA may participate in training with local police departments, which include having search dogs present on campus. If these dogs identify any illegal substances during training, students involved will receive consequences in accordance with our policies and procedures.

Consequences for Bullying, including Harassment and Intimidation

According to the California Department of Education, bullying is an unwanted, aggressive behavior that involves an imbalance of real or perceived power between individuals with the intent to cause harm.

Students who are the targets of bullying behavior and those who exhibit bullying behavior toward others may suffer serious, lasting consequences. In order to be considered bullying, the behavior must include:

A **Deliberate Act**: To cause emotional or physical harm to another individual.

An **Imbalance of Power**: Those who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and vary in different situations, even if they involve the same people.

Repetition: Bullying behaviors that display more than one time or have the potential to happen more than once.

Verbal, Social/Psychological/Relational, and Physical are three types of bullying outlined by the federal government and the U.S. Department of Health and Human Services.

<p>Verbal Bullying is saying or writing hurtful things.</p>	<p>Social Bullying, sometimes referred to as relational bullying, involves harming someone's reputation or relationships.</p>	<p>Physical Bullying involves inflicting harm upon a person's body or damaging their possessions.</p>
<p>Examples include:</p> <ul style="list-style-type: none"> • Teasing • Name-calling • Inappropriate sexual comments • Taunting • Threatening to cause harm 	<p>Examples include:</p> <ul style="list-style-type: none"> • Leaving someone out of an activity on purpose • Influencing others not to be friends with someone • Spreading rumors about someone • Embarrassing someone in public 	<p>Examples include:</p> <ul style="list-style-type: none"> • Hitting/kicking/pinching • Spitting • Tripping/pushing • Taking or breaking someone's possessions • Making cruel or rude hand gestures

Students can play the role of bully (instigator/perpetrator of bullying behavior), of target (recipient/object of bullying behavior), or of bystander (witness/observer of bullying behavior). Students may play one or more of these roles at different times.

Cyberbullying

Cyberbullying can involve all three types of bullying and takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets, as well as communication tools including social media sites, text messages, chat and websites. This type of bullying is becoming more prevalent every day.

Examples include:

- Demeaning or hateful text messages or emails
- Rumors sent by email or posted on social networking sites
- Embarrassing pictures, videos, website, or fake profiles posted online

Why is Cyberbullying Different?

Students who are being cyberbullied are often bullied in person as well. Additionally, students who are cyberbullied have a more difficult time escaping the negative behavior. Cyberbullying can occur 24 hours a day, 7 days a week, and reach a student when he or she is alone and/or when in their own home.

Cyberbullying messages and images can be posted anonymously and distributed quickly to a very wide audience. It can be difficult and sometimes impossible to trace the source.

Deleting inappropriate or harassing messages, texts, and pictures is extremely difficult after they have been posted or sent. OCEAA believes prevention is a critical strategy for protecting all students from bullying. Through class discussions and CREW, students are supported to take a stand against bullying.

Students are expected to immediately report incidents of bullying to any staff member, including the principal. Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner. Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way. Retaliation against anyone who tells an adult when bullied, or who helps in an investigation, is prohibited and constitutes bullying behavior.

Resources for students and parents can be found at:

1. stopbullying.org
2. <https://oag.ca.gov/cybersafety/children/cyberbullying>
3. <https://www.pacer.org/bullying/>

Any student who engages in bullying may be subject to disciplinary action up to and including expulsion. The following consequences ** will be implemented when an ODR for bullying behavior is made by any OCEAA staff member. Staff would also refer to OCEAA’s current Charter to ensure those policies and procedures are followed in conjunction with these: ****Steps may be skipped depending on the severity of the incident.**

1st Referral	2nd Referral	3rd Referral	If persists
Investigation to determine if the behavior is bullying or another problem behavior	Investigation	Investigation	Investigation
Parental notification	Parental conference with administration	Parental conference with administration	Parental conference with administration
Mediation session with students involved	1-3 days in-school suspension (including mediation with students)	Suspension notice	Suspension/expulsion notice
1-3 days in-school intervention	Discipline & Intervention Behavior Plan (including referral to counseling)	2-3 days out-of-school suspension	5-day out-of-school suspension/expulsion recommendation
Perpetrator reads literature on bullying	Discipline & Intervention Behavior Plan (including referral to counseling)	Discipline & Intervention Behavior Plan (including referral to counseling)	Perpetrator writes apology letter to victim(s)
Perpetrator writes apology letter to victim(s)	Perpetrator writes apology letter to victim(s)	Perpetrator writes apology letter to victim(s)	Restitution for any damages
Restitution for any damages	Restitution for any damages	Restitution for any damages	Review this discipline plan
Review this discipline plan	Review this discipline plan	Review this discipline plan	
		Discuss if OCEAA is a match for family	

If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the School Director or the Executive Director. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Academic Dishonesty

Electronic resources can make academic dishonesty easier and more tempting for students. Students are reminded that academic dishonesty includes the following:

A. Cheating

- Copying work from others.
- Communicating exam answers with other students during an examination.
- Offering another person's work as one's own.
- Sharing answers for a take-home examination or assignment unless specifically authorized by the instructor.
- Tampering with an examination after it has been corrected, then returning it for more credit.
- Using unauthorized materials, prepared answers, written notes or concealed information during an examination.
- Allowing others to do the research and writing of an assigned paper (including use of the services of a commercial term-paper company).

B. Dishonest Conduct

- Stealing or attempting to steal an examination or answer key from an instructor.
- Changing or attempting to change academic records without proper sanction.
- Allowing another student to copy off of one's own work during a test.

C. Plagiarism*

Plagiarism is intellectual theft. Plagiarism is the use of intellectual creations of another without proper attribution. Plagiarism may take two main forms, which are clearly related:

- To steal or pass off as one's own the ideas or words, images, or other creative works of others.
- To use a creative production without crediting the source.
- Credit must be given for every direct quotation, paraphrasing, or summarizing a work (in whole or in part, in one's own words), and information, which is not common knowledge.

D. Collusion

Any student who knowingly or intentionally helps another student perform any of the above acts of cheating, dishonest conduct or plagiarism is subject to discipline for academic dishonesty.

Copyrights

Students may not inappropriately reproduce or share a work that is protected by copyright. Students may not quote extensively from any source without proper attribution and permission. Students may not make or share copies of copyrighted software, songs or albums, digital images, movies or other artistic works unless explicitly permitted by fair use provisions of copyright law. Unlawful peer-to-peer network file sharing may be a criminal offense.

Code of Honor/Cheating/Plagiarism

Cheating in any form is a very serious infraction of school rules. Cheating is interpreted as copying or loaning of homework and other assignments, whether in class or out of class, as well as giving, receiving or allowing to be given, the answers to quizzes and tests. Plagiarism is stealing or passing off as one's own the ideas or words, images or other creative works of others or using a creative production without crediting the source. Credit must be given for every direct quotation, paraphrasing, or summarizing a work (in whole or in part, in one's own words), and information, which is not common knowledge. Determining additional forms of cheating/plagiarism will be the responsibility of OCEAA staff including teachers and administration.

Cheating/Plagiarism is unfair to the students who have worked hard on their assignments, unfair to teachers who have worked hard to help them learn, and most of all it is unfair to the students involved. The objective of a student activity at OCEAA is to learn. The grade only signifies his/her achievement of that learning. An unearned grade only signifies that he/she has learned the worst kind of lesson. Cheating/Plagiarism the first time will result in an automatic "no credit" on a test or assignment plus an on-campus meeting with parents. Cheating or plagiarism on a state assessment will result in an Office Discipline Referral.

Arrival and Dismissal

OCEAA prioritizes student and parent safety during drop-off and pick-up and ensures staff presence to facilitate the smooth flow of traffic. OCEAA has certain arrival procedures to make sure our students arrive on campus safely and ready to learn every morning. The following outlines procedures for arrival and dismissal at the Main and Annex campuses and helps everyone be organized and ready to go!

Please make sure you ALWAYS use the crosswalks on Broadway Street to walk to and from the Main Campus and the Annex. SAPD will fine jaywalkers and OCEAA is not responsible for payment. Additionally, the school may receive penalties for continued jaywalking. Please remember that traffic rules and vehicle code rules apply to everyone and are enforceable by the Traffic Division and/ or Police Department of the City of Santa Ana in all areas of the city.

Main Building Arrival and Dismissal

AFTER 8:10 AM STUDENTS MUST ENTER THE MAIN BUILDING VIA THE FRONT ENTRANCE OF THE SCHOOL ON NORTH BROADWAY STREET.

Main Building Traffic Patterns, Parking and Transportation

It is quite busy during morning drop-off and afternoon pick-up in the Valet Zone and Garden Grill areas. To reduce the congestion and make this area safe for our students, drive with caution and do not stop or block the entry or exit on Sycamore or Broadway.

Cell phone use is prohibited in the Valet Zone. Please obey requests by the Safety Monitors and staff - their requests are meant to keep the traffic flow moving efficiently and to keep all students and families safe.

Main Building Valet Zone Expectations

- Follow the directions given by the OCEAA staff/volunteers/Safety Monitors, and do not speed through the Valet Zone.
- Cell phone use is prohibited during the pick-up and drop-off procedures as it detracts from your focus and can place our students in danger.
- Use appropriate crosswalks for safety and to avoid citations.
- Avoid traffic accidents and citations by not making illegal U-turns on Sycamore Street.
- Do not obstruct the parking structure entrance adjacent to OCEAA and drop-off your child only in the Valet Zone.
- Do not park on Sycamore between the hours of 7:00 AM - 8:00 AM and 2:00 PM - 4:00 PM to avoid receiving a ticket.
- Do not enter the parking lot adjacent to OCEAA. Parking in this lot is prohibited without an OCSA pass. Doing so places you at risk for a ticket and OCEAA is not responsible.
- Remind your child that during dismissal time they should pay attention and listen for their name to be called.
- If requested, please circulate your car through the Valet Zone if your student has not arrived promptly. If your student is still not present after your second attempt, ask an OCEAA staff member for assistance.
- Have your Dashboard Valet Card clearly visible from the driver's side front window, with the names, teachers, and grade levels of the students you are picking up ready to give to the Valet personnel along with the name of the teacher and grade level.
- Be courteous and respectful with Valet personnel at all times.
- To maintain traffic safety, we need to keep traffic moving and checking identifications of persons picking up students in 1st-8th grades is not possible. If there is a restraining or custody order prohibiting certain individuals from picking up the student, the student must be picked up in the office. Parents using the Valet line agree to these limitations.

Parking Note

Please be mindful that the parking spaces OCEAA can offer its volunteers and visitors are limited. The parking lots adjacent to OCEAA are 'permit only' for the Orange County School of the Arts (OCSA), and not OCEAA. Parking there places you at risk for a fine and you are responsible for payment. You may park in one of the three spaces marked "OCEAA Visitor" if available in the lot adjacent to OCEAA. Some parking spaces available to OCEAA families are:

- Parking meters along Sycamore (not between the hours of 7:00 AM - 8:00 AM and 2:00 PM - 4:00 PM).
- The parking structure next to OCEAA is available for paid parking. Rates vary according to parking locations.
- Please check with the front office for any other parking spaces that may be available.
- The Annex also has limited spots available

Walkers

Students in 1st, 2nd and 3rd grade may only walk home if they have an older sibling to accompany them. Students must have written permission on file with the front office to walk home. Examine a local map to determine the safest route to OCEAA to from your home.

Accompany your child to school as they learn the safest route from home to school. Please encourage your child to take the same route each day, so that they become familiar with the route. Remind your child never to talk to strangers and to cross streets only in designated crosswalks. OCEAA will supervise the dismissal area and make sure students do not loiter; OCEAA is not responsible for students once they walk home.

Students who exit with a 'permission to walk home' sticker are expected to leave campus and walk home. Any "walker" who is observed waiting for a parent pick-up will result in the student being returned to the office for administrative contact of parent/guardian to correct the problem.

Having a student walk from their home to school and back at the end of the day, is an agreement that carries the responsibility of attending school on time each day. Students that are observed continuously being absent, tardy, or truant are subject to have this privilege revoked by the Student Attendance Review Board (SARB) and may be required to be accompanied by a parent to ensure the student is maintaining their attendance.

Bicycles

Students riding bicycles to and from school can park and lock their bicycles in the bike rack near the Sycamore entrance. Helmets are required by law for all students on bicycles. Bicycle riding is prohibited on the campus, sidewalks, parking lots and valet traffic zones.

Skateboards

Students riding skateboards to and from school must leave their skateboards with the playground supervisors/ PE teachers for storage in the playground shed. Due to the safety of students and pedestrians, skateboarding is prohibited on the campus, playground, indoor hallways, sidewalks, parking lots and valet traffic zones of the school.

Main Building Dismissal

OCEAA has three separate dismissal zones to help our students arrive at their afterschool destinations safely. Our utmost concern is the safety of our students and making sure the school is secure at all times.

The following details the separate dismissal zones and the way each student needs to know how they will be dismissed daily.

The 3 Ways Your Child Can Leave the Main Building at Dismissal:

Students Walking Home	Students Picked up in the Traffic Valet Zone	Students picked up from Garden Grill or playground
<ul style="list-style-type: none"> ● Students must have permission to walk home on file with the registrar/front office. ● Those with permission will receive a sticker showing that they have permission to walk home. ● Walkers exit OCEAA through the Zen Zone gate and show their sticker to the monitor at the gate. ● Students are to walk directly home after leaving the Zen Zone gate. ● Students may not loiter to wait for a parent pick-up when exiting with a permission to walk home sticker; loitering will result in the student being brought to the main office for administrative action. 	<ul style="list-style-type: none"> ● Students in grades 1-4 will wait in the Garden Grill with their class lines. ● Students in grades 5-8 will be escorted to wait alongside the Sycamore Street sidewalk wall. ● Parents/guardians will stay in their cars in the 'Traffic Valet Zone' line and have their Dashboard Valet Cards ready to be viewed, enabling school personnel to call for the student. ● Students will listen for their name to be called and walk to the Sycamore door exit. ● Safety Monitors will assist students with entering cars carefully. ● Students will put on seat belts. 	<ul style="list-style-type: none"> ● Students will wait in the Garden Grill/playground with their class lines. ● Parents/guardians will wait at the back door for announcement of class arrival to the Garden Grill/playground. ● Parents/guardians will pick up their children and exit school property immediately. ● Parents/guardians wanting to briefly speak with their children's teacher will be permitted to wait in the waiting area by the kitchen window until dismissal supervision is over.

Any student leaving the school grounds before dismissal must be signed out by the parent or adult authorized in their emergency contacts in PowerSchool.

Parents wanting to speak with a teacher when picking up their student will be permitted to enter the Garden Grill and wait in the waiting area. Teachers will be able to meet briefly with parents after they are finished with their dismissal duty responsibilities. If a longer meeting is required please make an appointment with the teacher for another time.

Annex Arrival and Dismissal

Please make sure you ALWAYS use the crosswalks on Broadway Street to walk from the Main Campus to the Annex. SAPD will fine jaywalkers and OCEAA is not responsible for payment.

To avoid getting tickets and creating traffic jams during peak times, please...

- Don't park at the Annex during the following times for any reason:
- Arrival - 7:30 AM -8:20 AM daily
- Kinder Dismissal - 2:00pm-2:30pm M/Tu/Th/Fr; 1:00 PM-1:30 PM Wednesdays
- Don't park in the adjacent lots; we are not responsible for tickets or if your vehicle is towed.
- Do feel free to park in the lot on a first come, first served basis after 2:30 PM. Additional parking is available on the metered sections of Birch St. and Washington St.

To help us maintain general safety, please...

- Don't block the entrance or exit of our parking lot at any time.
- Don't make a line to enter our lot. Birch street only has parking on the opposite side of the street from us.
- Don't make left turns coming into or leaving the lot from Birch St. To enter the lot, turn right onto Birch St. from Civic Center and to leave the lot turn right onto Birch St. to 10th St. Police continue to ticket cars making a left turn into and out of the lot.
- Have your Dashboard Valet Card clearly visible from the driver's side front window, with the names, teachers, and grade levels of the students you are picking up ready to give to the Valet personnel along with the name of the teacher and grade level.
- Do wait for a staff member to open the vehicle's door and escort the student from your vehicle.
- Do make sure to buckle your child on the RIGHT side of the vehicle (behind the passenger). It is important that we do not cross in front or behind vehicles.
- Do be patient; we will do our best to make sure you are in and out as quickly as possible.
- Do make sure to use the crosswalk on 10th Street or Civic Center Drive if you are coming from the main building.
- Don't exit your vehicle. A staff member will escort your child out of the car.
- Please have your child's backpack and lunch with them.
- Identification will be checked for TK and Kindergarten students being picked up in the valet line. Please allow additional time and patience for us to ensure the safety of our youngest students, especially during the first weeks of school as we get to know our parents.

- Be aware that identification may be asked for at any time during the school year so please always carry your ID with you when picking up your child.
- Transitional Kindergarten and Kindergarten students must be accompanied by a parent or an adult on the emergency contact list to walk or bicycle home.

Change of Address/Telephone Number and Notification of Student Pick-ups

Parents are legally required to advise the school immediately via receptionist@oceaa.org or 714-558-2787 of any contact information changes e.g. telephone numbers, addresses and emergency contact information. Additionally, if parents are called to pick up their children from school (illness, soiled clothes, behavior, etc.) the parent is expected to arrive within thirty (30) minutes or make arrangements for another person on the emergency contact list to pick up the child. We will attempt to reach parents and, if necessary, emergency contacts listed on the Emergency Contact Information with the numbers provided to OCEAA.

Release of Students/Student Pick-Up Procedures

Every student must have complete and up-to-date Emergency Contact Information on file in the school Office. Students may only leave campus during school hours with an adult whose name is listed in the emergency contact information. The adult must appear in person and his/her identity must be verifiable.

Any student who has a restraining order or legal prohibitions of who can pick up the student from school must be signed out at the front desk and may not be picked up in the valet line. A copy of the court order must be provided prior to start of each school year or when issued.

Students not attending After School Programs should depart OCEAA by 3:25 PM at the latest on Mondays, Tuesdays, Thursdays and Fridays or 1:55 PM on Wednesdays. Kindergarteners not attending After School Programs should depart by 2:20 PM on Mondays, Tuesdays, Thursdays and Fridays or 1:20 PM on Wednesdays. Transitional Kindergarteners not attending After School Programs should depart each day by 12:30 PM.

When students are picked up late, it greatly affects our school staff's ability to perform their responsibilities. If you know that you will not be picking up your child on time, please call ahead so we may attend to the safe direction of your son or daughter.

Safety Before and After School

For the safety of students, parents/guardians are not to drop students off, nor are students to arrive at school prior to scheduled arrival time. Similarly, parents/guardians are to arrange to have their student leave or be picked up right after school, unless the student is involved in KEDS, a regular school activity, meeting, or community program or is staying at the request of school personnel.

Students that are not picked-up from their normal dismissal location will be sent to the front office upon conclusion of dismissal. A call could be placed to Child Protective Services if a pattern persists for students not picked up 20 minutes after the conclusion of dismissal. This would be after several attempts to find solutions to support families specific to this challenge.

Parent/School Engagement

Communication

Excellent communication with families is of paramount importance to us. Regular school- parent communication occurs in a variety of ways:

- **OCEAA School Bulletin** - The bulletin informs parents and the community of OCEAA activities for the upcoming week. The bulletin is sent via ParentSquare to the two legal guardians of all families based on the text/email addresses provided during enrollment. Please make sure your information is kept up to date with our receptionist.
- **ParentSquare & Staff Phone Calls** - For the safety of school children and to notify parents, daily absence calls are made to all parent/guardian numbers listed for the student when a student is absent from school without parent notification. Phone calls are also occasionally made to home numbers regarding important event reminders and announcements. You may check your Parent Square posts via the Parent Square app or website [ParentSquare](#).
- If you have a missed call from ParentSquare and are unable to retrieve the message, you may contact Parent Square via the directions provided at the start of the school year.
- **Coffee Chats** – Parents are encouraged to participate and share news with school administration through our Coffee Chats which are announced in the OCEAA School Bulletin. These have been developed as a means to open communication in a relaxed, community style where members of the Administration are in attendance.
- **OCEAA Website** - Visit OCEAA's website regularly for ongoing community communications. OCEAA's website holds school Board meeting dates, agendas, minutes; parent resources, such as the Academic Calendar, lunch menus and weekly bulletins and many other resources. Visit www.OCEAA.org to learn more.

Parent Conferences

Parents will be able to access the conference schedule at least two weeks prior to the conference dates. Additional parent conferences may be offered throughout the year to address student achievement and/or concerns.

- **Student-Led Conferences:** Held twice per year, these conferences are student-led demonstrations of progress towards key standards in language, math, and writing.
- **Student Success Team (SST) Meetings:** Parents of students receiving literacy or math interventions will be contacted by the Intervention Team to schedule additional conferences to discuss intervention services and progress.
- **Informal Conferences:** Parents are encouraged to actively participate in their child's education. If you wish to discuss your child's progress, you are welcome to contact his/her teacher at any time. Informal parent-teacher conferences regularly take place at OCEAA to discuss student academic and social progress. Your child's teacher will work with you to arrange an appropriate time and place to meet.

Parent Training/ Support

OCEAA's administration and staff will support parent involvement by providing tutorials and workshop opportunities to help parents develop skills to use at home that support their children's academic efforts and social development. Meetings will also provide an explanation of academic and social emotional learning components. Additionally, parent groups, such as Families Supporting OCEAA (FSO), School Coordinating Council (SCC) and English Learner Advisory Committee (ELAC), will coordinate parent training based on parent interest.

Parent and Family Engagement Policy

OCEAA aims to provide all students in our school significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). OCEAA staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of OCEAA's complete Policy is available upon request in the main office and within the Appendix of this Handbook.

OCEAA staff seek to involve parents in an effective home-school partnership in order to provide the best possible education for our students and distributes annually to parents a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

It describes specific ways the school and families will partner to help children achieve the

State’s high academic standards.

OCEAA recognizes parents as essential partners and expects all parents to participate in the educational process for their children. As necessary, accommodations for parents with special needs will be taken into consideration. This includes parents who may have disabilities, may be limited English speakers, or may have limited access to school functions due to their employment/work schedules.

ACHIEVEMENT GOALS

OCEAA strives to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet program goals in three dimensions:



MASTERY OF KNOWLEDGE & SKILLS

OCEAA graduates achieve academic excellence in Spanish and English.



CHARACTER

OCEAA graduates become effective learners, ethical people, and culturally competent leaders who contribute to a better world.



HIGH QUALITY STUDENT WORK

OCEAA graduates create complex, authentic work that demonstrates a high level of craftsmanship.

SHARED TEACHER, STUDENT AND PARENT RESPONSIBILITIES

Teacher Responsibilities

- Being ready for instruction at 8:10 am daily
- Clearly communicating class schedules, routines, norms and expectations for all interactions and collaboration, both online and in- person
- Fostering a sense of community and connectedness through student Crew
- Developing appropriate learning activities and assignments for students with consideration of their unique needs in a distance, hybrid, or on-site learning environment
- Providing timely feedback to student work in Seesaw, Google apps or other submission platform
- Being responsive to parent and student questions or concerns
- Keeping parents informed about progress through ParentSquare, Seesaw, PowerSchool, virtual conferences, emails and/or calls home.
- Protecting the safety, interests, and rights of all individuals in the classroom

Student Responsibilities (level of parent support varies by age)

- Setting up a workspace with table, chair and materials needed for learning, charging your device overnight when device is taken home
- Arriving at school classes on time ready to learn
- Demonstrating good Digital Citizenship and Habits of Character while collaborating and interacting online and at school
- Knowing where and how to get assignments on Seesaw, Google apps or other platforms
- Carefully completing the work assigned by your teachers, participating in lessons, and making the best use of extra help opportunities
- Communicating with teachers in person, by email or Seesaw when you have questions about an assignment
- Respecting the safety, interests, and rights of all individuals in the classroom

Parent Responsibilities

- Establishing a daily routine that supports attending on-site instruction on time and completing independent work
- Contacting the teacher or attendance office if your student will be absent or is unable to participate in any of the day's learning activities
- Helping set up an organized work space at home with needed materials for homework
- Providing login assistance or supervision during homework appropriate to the student's age
- Setting up Seesaw and PowerSchool accounts to stay informed about class information and assignments
- Setting up ParentSquare account to receive schoolwide information
- Helping your child preview and plan for the week's activities and work
- Checking-in with your child regarding their work and engaging them in a discussion of their work
- Contacting your child's teacher when you have questions, concerns, or support needs

Visitors and Volunteers

AFTER 8:10 AM PARENTS AND VISITORS MUST USE THE FRONT ENTRANCES OF THE MAIN AND ANNEX BUILDINGS

Visitor Policy

It is required that all visitors and volunteers must sign-in at the front desk and receive a “Visitor Badge” as identification prior to entering the school grounds, including the annex patio. They must also sign-out when leaving the premises. This is for the safety of the children and staff as well as the visitor in case of an emergency. This signing in process also helps us track the number of hours families have volunteered.

Parents may not go to classrooms at any time without signing in at the front desk and having the receptionist confirm a scheduled teacher appointment or the teacher’s availability.

This is to ensure that teachers have the time they need to prepare for instruction, meet with students, provide tutoring, attend training, and other duties as needed to be ready to welcome students and provide high quality work.

No student is allowed to bring visitors to school without prior teacher permission. This includes parents/guardians who wish to eat lunch with their child. The School Director and/or designee reserves the right to exclude any visitor from campus if the visitor’s presence interrupts school business and/or student learning. Anyone wishing to observe in the classroom must make prior arrangements with the School Director.

All visitors are asked to comply with current mandated and recommended health and safety protocols. Visitors (including volunteers) who demonstrate signs of a contagious disease (e.g. fever, coughing) may be denied registration. When recommended or requested by the Department of Public Health, visitors will be required to wear personal protective equipment, such as masks, and practice social distancing. OCEAA reserves the right to implement additional measures for the protection of its school community, such as requiring forehead temperature checks before entry to the same extent being utilized for students and employees.

If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. OCEAA shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by OCEAA, consistent with the law. The OCEAA Board of Directors and Bureau of Children’s Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration- enforcement purposes, as recommended by the Attorney General.

Parent Volunteers

Research has shown that when parents are involved in their child's education, they do better in school. And when parents are involved in school activities, children are more apt to succeed, and overall school performance increases. Students also are more likely to become life-long learners.

OCEAA was founded on the principle that teachers and parents together can make a positive impact in the lives of our families and our community. While volunteerism is not mandatory, families are encouraged to volunteer at least three (3) hours per academic trimester per child.

Such activities may include copying, making instructional materials, filing, chaperoning, teaching/demonstrating or assisting however there is a need. Such service may take place during the school day, evenings or even on the weekend.

OCEAA does not require volunteer hours and we do not track individual family hours for purposes of enrollment or other benefits. A logbook is maintained in the front office solely to document overall volunteer hours for grant applications, insurance purposes and statistical data. If a parent would like us to keep track of their hours for community services, immigration or other legal purposes, they must speak to a member of the Administration to make prior arrangements. We thank our families for their support because together we can make a difference!

OCEAA recognizes that parent participation is essential to building a strong school. Parents are encouraged to involve themselves in school committees. These committees meet to plan for student activities, and academic programs, to discuss parent and staff concerns, to approve categorical budgets and to enhance parent understanding and skills. Without parent participation, our many extra programs and activities could not exist, and our students would not be nearly so successful. Notices about meetings and activities listed below will be sent home regularly in both English and Spanish. Meeting dates and times will be announced in the OCEAA School Bulletin and may occur in-person or virtually. To learn more about these committees or groups visit: <https://OCEAA.org/board-accountability/>.

- **School Coordinating Committee** – Reviews, modifies, recommends and approves OCEAA's accountability plans, determines school improvement goals, prioritizes budget expenditures for some categorical programs, monitors progress toward meeting the goals and collaborates to develop the School-Parent Compact and Parent Involvement Policy.
- **English Learner Advisory Council (ELAC)** – Assists in planning the program to serve English Language learners at the school site and explore opportunities for all students to learn English. The council also collaborates to develop the Parent Involvement Policy.

- **Families Supporting OCEAA (FSO)** – A parent-led organization that fundraises to support teachers, plan community events, and help fund memorable student field trips.
 - Fundraising, especially towards technology, enrichment tools, field studies, playground, and other items (field studies when those are permitted again by health guidelines) for all students.
 - Helping OCEAA families in need with our time, talents, and funds.
 - Encouraging family involvement by all families with the recommended volunteer hours (3 hours per trimester, 9 annually, per child). No family will be required to volunteer, and no student will be treated differently based on whether or not their parents volunteer.
 - Disseminating information in a positive and responsible way.
 - Community building between school and families.

Volunteering/Community Service by Minors & Former Students

OCEAA partners with the Orange County School of the Arts (OCSA) to place volunteers under age 18 in classrooms with cooperating teachers. For more information about this program contact us at arts@OCEAA.org.

Former students who wish to volunteer or complete community service hours at OCEAA must make prior arrangements with a teacher or other staff member who will alert the receptionist to the students' arrival. Students must sign in at the front office and wear a visitor badge; if under 18 years of age, the front office staff must confirm parent permission to be at OCEAA. Students who show up to volunteer without making arrangements with staff ahead of time will be turned away.

Standards of Conduct for On Campus Visitors and Volunteers

- Parents and guardians are expected to act in conformity with the policies as defined in this Handbook.
- Parents and guardians shall treat all OCEAA employees with whom they interact with care and respect. Parents and guardians shall act professionally and use language appropriate for a school setting.
- Parents and guardians must identify the purpose for their visit to campus upon sign in at the administrative office. Consent to enter campus is limited to the purpose identified by the parent or guardian. Once the purpose of the visit is complete the parent or guardian must leave campus in a timely fashion.
- Parents and guardians must schedule an appointment to meet with a teacher or an administrator. Parents and guardians will not be permitted to meet with a teacher or an administrator without an appointment unless exigent circumstances exist as determined by

the teacher or administrator with whom the parent or guardian desires to meet.

- Parents and guardians acknowledge that their presence on campus may disrupt the learning environment. Accordingly, parents and guardians agree, to the extent reasonable, to limit their interactions to only those individuals related to the purpose the parent or guardian is visiting on campus.
- Parents and guardians shall not confront or otherwise negatively engage any students on or off campus.
- Parents and guardians shall not enter a classroom without the consent of the classroom teacher.
- Parents and guardians are expected to not engage in the systemic spread of malicious or slanderous information about another parent, student, or staff member of OCEAA. If this occurs, said person(s) will be subject to an investigation related to any such activities, and any corrective action deemed necessary by OCEAA's administration/ board.
- Any correspondence generated by a parent, student or staff that purports behavior exhibited by another parent, student, or staff member of OCEAA must be submitted to the OCEAA Executive Director or designee following normal protocols for doing so, before circulating any such materials to any other parent. The Executive Director or designee will determine if any such correspondence is acceptable and appropriate for further circulation. And any correspondence that is deemed acceptable and appropriate, will be shared openly with all parents of the school, through normal channels of communication. Any violation of this directive is subject to the strictest scrutiny and corrective action, as deemed applicable by the Executive Director or designee.
- Parents and guardians shall immediately leave campus upon request of an OCEAA teacher or administrator.

If a visitor or volunteer fails to adhere to these standards of conduct or otherwise inappropriately conducts himself or herself, OCEAA shall provide a written warning to the parent or guardian describing the unacceptable behavior.

If the parent or guardian engages in disruptive, disrespectful, or other unacceptable behavior after the written warning is provided, an OCEAA administrator must meet with the visitor or volunteer in person regarding the unacceptable behavior. If the visitor or volunteer refuses to schedule a meeting with the OCEAA administrator, OCEAA shall write to the last known address of the visitor or volunteer setting a date and time for the conference that is at least seven (7) calendar days after the correspondence is mailed.

If a third incident of disruptive, disrespectful or other unacceptable behavior by the parent or guardian occurs after the conference or if the parent or guardian refuses to participate in the conference with an OCEAA administrator, OCEAA may refer the visitor or volunteer to OCEAA's Board of Directors.

Student Health & Safety

Administration of Medication

Medication at school requires written authorization. Forms are available from the school or OCEAA website. Medication authorization forms must be signed by an authorized healthcare provider and parent. The medication must be in a pharmacy labeled container in order for the medication to be given at school. This also includes over-the counter medications. Students may not carry or self-administer medication unless it is an Epi-Pen or asthma medication and signed authorization from a healthcare provider and parent are given. All Parents must sign an authorization form for all other prescription or over the counter products to be administered by OCEAA personnel. This form must be turned in for every student at the beginning of each school year. Parents are allowed to come to school and administer prescription medication or over the counter medication to students as long as you check in with the health office.

Accidents

If your child is seriously injured at school, we will call you immediately. If you cannot be reached, we will contact the emergency number listed on your child's Emergency Card. In case of an accident requiring medical attention, we will call paramedics and will make every attempt to contact parents/guardians. For this reason it is imperative that you inform the office immediately if there is a change in address or telephone numbers.

Illness

To **prevent spread of illness**, please keep your student home for 24 hours if he/she has been vomiting, had diarrhea or had a temperature over 100°F the night before or in the morning before school. Students must be fever-free, without medication, for 24 hours before returning to school. Please inform the school health clerk when your student has a contagious illness. OCEAA has a health clerk who is trained in first aid procedures but is not qualified to diagnose or treat health problems. For this reason, sick children must be picked up at school and parents must determine the correct course of action.

Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an

oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

Physical Examinations and Right to Refuse

All students are to have completed a health screening examination on or before the 18 months before or up to 90 days after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled at OCEAA may file annually with the Executive Director or designee of the school in which the child is enrolled a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must have a minimum number of immunizations (shots) before they can attend school. Immunization records will be required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, OCEAA follows and abides by the health standards set forth by the state of California. Students will not receive classroom-based instruction until all required records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from classroom-based instruction until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of OCEAA.

These required immunizations include:

Child's Grade	List of shots required to attend school
<p>Entering Kindergarten</p>	<p>Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses</p> <p>NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.</p> <p>To learn more about immunizations or medical exemption visit, www.shotsforschool.org.</p>
<p>Entering 7th Grade</p>	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella (chickenpox) - Two (2) doses</p> <p>NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis), <u>in addition to</u> the 7th grade requirements for Tdap and varicella (varicella requirement for seventh grade advancement expires after June 30, 2025). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.</p>

Mental Health Services

OCEAA recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at OCEAA and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child.

Available on Campus:

- **School-based counseling services** – your child is encouraged to directly contact the OCEAA counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. The counseling office can be reached through jluna@OCEAA.org or (714) 361-1852. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.
- **Special education services** – if you believe your child may have a disability, you are encouraged to directly contact the school psychologist at (714) 619-2970.
- **Prescription medication while on campus** – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact healthoffice@OCEAA.org or (714) 361-1855.

Available in the Community:

- <http://www.didihirsch.org/orange-county-services> (877) 7-CRISIS or (877) 727-4747
- <https://suicidepreventionlifeline.org>
- <https://twitter.com/800273TALK> (1-800-273-8255)
- The OC Links Information and Referral Line - (855) OC-LINKS (TDD Number: 714-834-2332), or click [OC Links Chat](#) provides telephone and online support for anyone seeking information or linkage to any of the Health Care Agency's Behavioral Health Services. These services include children and adult mental health, alcohol and drug inpatient and outpatient, crisis programs, and prevention and early intervention services. Callers can be potential participants, family members, friends or anyone seeking out resources, or providers seeking information about Behavioral Health programs and services. Trained Navigators provide information, referral, and linkage directly to programs that meet the needs of callers.

Available Nationally:

- 988 Suicide and Crisis Lifeline is available via text, phone or <https://988lifeline.org/chat> - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours a day
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Diabetes

OCEAA will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Child Abuse Reporting

OCEAA is committed to following its legal responsibilities in reporting suspected child abuse/neglect to the proper authorities. While the responsibility of enforcing legal prohibitions against child abuse and neglect lies with the protective agencies such as the local police department and Children's Protective Services, OCEAA child care custodians (including teachers, administrative officers, certificated personnel, etc.) are mandated reporters of known or suspected child abuse/neglect and are required to fulfill this legal responsibility.

Every child care custodian of OCEAA must sign a "Child Abuse Reporting" form indicating they understand their responsibilities to report known or suspected child abuse/neglect. The School Director or designee does not need to inform the child's parent/guardian prior to an interview by a social worker/police officer who are responding to a report of child abuse/neglect if this will be counter to the health, safety, or welfare of the child. The child may elect to be interviewed in private or may select any adult who is a member of the staff of the school, including any certificated or classified employee or volunteer aide, to be present at the interview (Penal Code § 11174.3).

When a social worker or police officer takes a suspected child abuse victim into custody, the School Director or designee shall provide the social worker/police officer with the address and contact information of the minor's parent/guardian.

Emergency Contact Information and Medical Care

All students must have emergency information completed by the parent or guardian at the beginning of each school year. This information delineates what care the parent desires for

their child in the event of an emergency, along with noting the current medical and emergency information. **It is the parent/guardian's legal responsibility to ensure that the emergency information is up to date at all times.** Information may be updated at any time in the office.

Emergency Preparedness and School Safety Plan

OCEAA has emergency preparedness procedures and every office/classroom has a current copy. It is the administration's responsibility to schedule emergency drills throughout the year. The OCEAA safety plan may be viewed at <https://oceaa.org/board-accountability/>

Anti-Tobacco/Alcohol Policy

OCEAA is a tobacco/alcohol-free zone. Under OCEAA's policy, possession of tobacco, vaping paraphernalia and/or alcoholic beverages is prohibited in all school buildings, outside on school property, and all school sponsored events. Parents and visitors are asked to support the school's effort to maintain a "Smoke/Alcohol Free Zone." Please refrain from smoking, vaping or possessing alcoholic beverages on any school campus or at any school event or activity.

Student Services and Activities

KEDS - After School Program

The KEDS (Kids Expanded Day School) program offers instruction and adds to the cultural and intellectual wealth of our students and is open to all students attending OCEAA. The focus of the KEDS program is to provide time for homework, physical recreation, enrichment, and character guidance. In addition, the KEDS program aims to meet the needs of working families by providing childcare. The program hours are from school dismissal until 6:00 PM.

The various programs provide students with resources to augment classroom instruction and enrichment. The students' daily routines include homework assistance, indoor and outdoor activities such as sports, recreation, computers, arts and crafts, storytelling, music, and theme-based projects that support classroom activities.

See www.OCEAA.org for registration information. For more information please call or email Miriam Ramirez, KEDS After School and Student Activities Manager, at 714-361-1850 or mramirez@OCEAA.org.

Summary of OCEAA's Returned Check Policy

These procedures will be used to collect outstanding funds on a returned check.

The writer of the check will be notified by telephone by the Business Office of the Insufficient Funds check. You must call the Business Office within three (3) days of telephone message. The amount owed is immediately due and payable. A certified letter will be sent if you have not contacted the Business Office after the 3-day telephone message.

The fees will apply as follows:

- \$25 Service Fee (plus the face value of the check).
- \$10 if failure to contact the Business Office within three (3) business days of notice (plus service fee and face value of check).

Upon a third incident of OCEAA receiving a returned check no further payments will be allowed by check. Only cash or Money Orders will be accepted.

To avoid being referred to a collection agency or having your check writing privileges terminated please contact the Business Office to make arrangements for payment.

Lost and Found

Please put your child's complete name on everything he/she brings to school.

There usually are several children with identical book bags, lunch boxes or jackets. There may also be several children with the same first and/or last name. Having your child's name on everything makes it easier for him/her and the staff to identify belongings. The lost and found collection is in the hallway outside the Garden Grill at the Main Campus and the reception area at the Annex. Lunch boxes and clothing items are often found there. All items not claimed at the end of each grading period are donated to charitable organizations. OCEAA is not responsible for lost or stolen items.

Lost or Damaged School Property

If a student willfully damages OCEAA's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other OCEAA property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades will be released.

Pictures/Consent to Photograph

Photographs that include your child are considered directory information that may be disclosed under FERPA absent parent consent. OCEAA does not print or provide an actual school directory. Photographs of your student may be taken throughout the year at school functions, events and performances and may be chosen for use on the OCEAA and/or teachers' websites/social media sites, and/or websites/social media sites associated with OCEAA functions, events and performances. Consent is automatic upon enrollment as an OCEAA student to allow student photographs to be posted on the OCEAA website and teachers' websites, unless OCEAA is otherwise notified by a parent or guardian in writing. If you do not want OCEAA to disclose directory information, including photographs, without your prior written consent, you must notify OCEAA in writing at the time of enrollment or re-enrollment.

Members of the media, including newspaper photographers and/or television camera crews may visit our campus during the school year to photograph and/or interview students. Parents will be notified if members of the media are expected. You may choose whether or not you would like to give permission for your child to participate.

Please also note that no pictures or videos of OCEAA students, families or staff may be placed on any media without the express permission of the Executive Director or designee. Parents wishing to take photos of school events are allowed to include only their own children in those photos unless otherwise agreed to by both the Administration and the parents of the other students.

Special Education /Students with Disabilities

A student with disabilities attending OCEAA shall receive special education instruction or related services, or both, in a manner consistent with his or her individualized education program ("IEP") and in compliance with the IDEA.

OCEAA shall be responsible for providing all special education services to all actively enrolled OCEAA students with IEPs regardless of their school district of residence. OCEAA may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, etc.) from the Special Education Local Plan Area (SELPA). OCEAA may also provide related services by hiring credentialed or licensed providers through non public agencies or independent contractors.

OCEAA understands that all children with disabilities residing in the community, including those who are homeless or are wards of the court and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related

services must be identified, located and evaluated. OCEAA personnel will actively seek out children in need of special education and related services in compliance with Child Find including, but not limited to, careful analysis of all student cumulative records, data, parent/family communications, and community notices.

OCEAA shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact the school psychologist at (714) 619-2970.

Section 504

OCEAA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of OCEAA. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by OCEAA. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to our 504 coordinator, Iván Luna, School Counselor. A copy of OCEAA's Section 504 policies and procedures is available upon request at the main office and on the school website.

Non-Discrimination Statement

OCEAA does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

OCEAA adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

OCEAA does not discourage students from enrolling or seeking to enroll in OCEAA for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with OCEAA's charter and relevant policies.

OCEAA does not request nor require student records prior to a student's enrollment.

OCEAA shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times:

(1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

OCEAA is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to OCEAA Uniform Complaint Procedures (“UCP”) Compliance Officer:

Mike Limón, Executive Director, OCEAA
825 N. Broadway Street, Santa Ana, CA 92701
(714) 558-2787 X3020

The lack of English language skills will not be a barrier to admission or participation in Charter School’s programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Education of Foster and Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

1. “Foster youth” refers to any child who has been removed from their home pursuant Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.

2. “Child of a military family” refers to a student who resides in the household of an active duty military member.
3. “Currently Migratory Child” refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to OCEAA from another Local Educational Agency (“LEA”), either within California or from another state, in order that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. “Currently Migratory Child” includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
4. “Pupil participating in a newcomer program” means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be collectively referred to as “Foster and Mobile Youth.” Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a “parent.”

Foster and Mobile Youth Liaison: The Executive Director or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Carlos Santana, Operations Manager at: csantana@OCEAA.org or 714-619-2965

The Foster and Mobile Youth Liaison’s responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: OCEAA will work with foster youth and their parent to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth’s education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. OCEAA will immediately enroll a foster youth, currently migratory child or child of a military family seeking re-enrollment in OCEAA as the student's school of origin (subject to OCEAA's capacity and pursuant to the procedures stated in OCEAA's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in OCEAA as the school of origin, the foster youth has the right to remain in OCEAA pending the resolution of the dispute. OCEAA will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to OCEAA (subject to OCEAA's capacity and pursuant to the procedures stated in OCEAA's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g. producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

Acceptance of Course Work: OCEAA will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

OCEAA will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, OCEAA shall not require the student to retake the portion of the course the student completed unless OCEAA, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When OCEAA receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), OCEAA shall provide these student records within five (5) business days. OCEAA shall compile the complete educational record of the pupil, including but not limited

to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

OCEAA shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change in the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left OCEAA.

In accordance with OCEAA's Educational Records and Student Information Policy, under limited circumstances, OCEAA may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Discipline Determinations: If OCEAA intends to extend the suspension of any foster/ youth pending a recommendation for expulsion, OCEAA will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If OCEAA intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, OCEAA will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through OCEAA's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office and on the school website.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at OCEAA, a copy of OCEAA's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available on the school website.

Education of Homeless Children and Youth

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by OCEAA Liaison.

School Liaison: The Executive Director or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Carlos Santana, Operations Manager
csantana@OCEAA.org or 714-619-2965

OCEAA Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at OCEAA.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by OCEAA, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places

frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, OCEAA's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. OCEAA Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from OCEAA Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

Acceptance of Course Work: OCEAA will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

OCEAA will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, OCEAA shall not require the student to retake the portion of the course the student completed unless OCEAA, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at OCEAA, a copy of OCEAA's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available on the website.

Toys, Electronics and Cell Phones

Students may not bring toys, electronic/video games, trading cards, spinners, still/video cameras to school. Items brought to school for “sharing time” must remain in the classroom and should not be brought to recess or lunch.

As stated in the Acceptable Student Use of Technology Policy and Agreement found in this handbook, all cell phones/personal mobile devices must be turned off, safely stored out of sight and placed in a backpack (not on the person) during school hours and when on-campus. At times students may be granted permission by OCEAA staff to use electronic items on an as needed basis, as well as for instructional purposes. Parents may contact and relay messages to students by calling the school. Once students have left the school campus and Valet Zone, they may turn on and use their cell phones.

All cell phones, electronic devices and toys that are made visible at any time without school staff permission will be confiscated and only parents/guardians may make an appointment to pick them up at a later date from the School Director or designee. Anything brought from home is brought at the student’s own risk, realizing that items can be misplaced or lost when on the school campus. OCEAA is not responsible for lost, stolen, damaged or misused toys, electronics, or cell phones.

Dress Code Policy

Dress Code Philosophy

Orange County Educational Arts Academy’s (OCEAA) student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Our values are:

- All students should be able to dress comfortably for school and engage in the educational environment without fear of body shaming or unnecessary barriers to school attendance.
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self-expression.
- School staff should be trained and able to use student/body-positive language to explain the code and to address code violations.

- Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible.
- School Staff will be trained to recognize any student who is not in compliance with the Dress Code Policy to minimize conflict and inconsistent and/or inequitable discipline.

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment.
- Allow students to wear clothing that express their identities.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, weapons or violence, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities, or clothing items identified by law enforcement as indicating gang affiliation.
- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing violent or fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Dress Code

OCEAA expects that all students will dress in a way that is safe and appropriate for the school day or for any school-sponsored event. Student dress choices should respect the school's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school.

1. Basic Principle: Certain body parts must be covered for all students at all times.

Clothes must be worn in a way such that undergarments, genitals, buttocks, and breasts are fully covered with opaque fabric. All items listed in the “must wear” and “may wear” categories below must meet this basic principle.

2. Students Must Wear, while following the basic principle of Section 1 above:

- A shirt (with fabric in the front, back, and on the sides under the arms), AND
- Pants or the equivalent (for example, a skirt, leggings, a dress or shorts), AND
- Shoes (footwear with closed toe and closed back or a strap across the back; should allow for safe participation in school activities including outdoor play and Physical Education).

3. Students May Wear, as long as these items do not violate Section 1 “Basic Principle” above:

- Hats and religious headwear must allow the face and ears to be visible to staff, and not interfere with the line of sight of any student or staff.
- Non-prescription sunglasses may be worn as an accessory but may not be worn over the eyes (unless there is medical necessity and a doctor’s note) in order to allow the face to be visible to staff.
- Hoodie sweatshirts (wearing the hood overhead is allowed, but the entire face including the ears must be visible to school staff).
- Ripped clothing, including jeans, as long as undergarments, buttocks and genitals are not exposed and they do not create a tripping or safety hazard for any person
- Midriff-baring tops or tank tops that follow the Basic Principle and as long as undergarments (including straps) and breasts are not exposed
- Athletic attire, including fitted pants or leggings, that follow the Basic Principle

4. Students Cannot Wear:

- Violent language or images.
- Images or language depicting/suggesting drugs, alcohol, vaping or paraphernalia (or any illegal item or activity).
- Hate speech, profanity, pornography.
- Images, sign, symbols or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups (including a person’s race, skin color, religion, ancestry, national origin, disability, gender or gender identity, or sexual orientation).
- Any clothing that reveals visible undergarments (visible straps are not allowed)
- Swimsuits (except as required in class or athletic practice).

- Accessories that could be considered dangerous or could be used as a weapon.
- Any item that obscures the face (except as a religious observance or as personal protective equipment (PPE)).
- Any combination of clothing which law enforcement agencies currently consider gang-related.
- Blankets or other items not intended to be clothing and impede learning of any student(s).

Consequences (School Administration has discretionary rights to adjust these offenses)

First Offense: student will be given a verbal warning

Second Offense: a character communication will be issued to communicate dress code policy non-compliance and student will be provided with clothing that follows the school's basic principles

Third offense: a second character communication will be issued to communicate dress code policy non-compliance and a telephone call will be made by the administrative designee to the parent/guardian to attend a parent/student conference with the administrative designee. The student will be provided with clothing that follows the school's basic principles

Fourth offense: a third character communication will be issued to communicate dress code policy non-compliance and a telephone call by administrative designee will be made to the parent that the child is being referred to two (2) hours in the Student Revision Time. The student will be provided with clothing that follows the school's basic principles.

Revised Dress Code informed by the [Evanston Township High School Dress Code](#), Revised 7/1/2021

Student Activities

School and FSO Sponsored Activities

Throughout the year, activities are planned by both the school and the parent organization (FSO) in which students and families participate. These include festivals, skate nights, restaurant days, bookstore events, concerts, etc. These activities give students a chance to socialize outside the normal school day and families a chance to develop support systems. If the event or fundraiser requested, is planned to be hosted in a common area at OCEAA (Garden Grill or Playground as examples), OCEAA's School Director, Student Activities Manager and Operations Manager will need to review the request for approval. If this request is deemed to be exclusionary or singles out specific students or grades, it may not be approved.

Art Performances and Exhibits

OCEAA students of every age participate in at least one arts performance and exhibit per year. These performances and exhibits may be held at Wednesday assemblies, at the Winter and End of Year Extravaganzas, at local art museums, or at other times and locations. These activities are important experiences that develop skills in confidence and creative expression.

Middle School Student Leadership

The middle school Student Leadership Crew provides an opportunity for middle school students to engage in a structured partnership with teachers, parents and school administration in the operation of their school. It gives students an opportunity to acquire communication, planning and organizational skills which will benefit them in their future lives. SLC members take responsibility for various projects in their school community.

Middle School Dances

School dances are sponsored by OCEAA's Student Leadership Crew and middle school teachers. These dances are for OCEAA's 6th through 8th grade students only. Students attending school dances are expected to observe standards of acceptable conduct and dress. Students must remain in the designated area until the end of the dance. Parents or guardians are expected to pick up students on time - no student will be allowed to walk home after dark. No one will be allowed to leave and re-enter the dance area. Participation in all middle school activities, including dances are dependent upon meeting OCEAA staff expectations.

Activity Restriction

Students who misbehave at a school sponsored activity or event may jeopardize their participation in future assemblies, dances, events, etc. Students must attend school in order to participate in any extracurricular events taking place on the same day.

Off-Campus Behavior

Misbehavior that occurs during off-campus activities will be dealt with in the same manner as on-campus misbehavior. Students must follow all school expectations while attending an off-campus or after-school event or activity.

Fieldwork and Field Trips

Classes may schedule fieldwork and field trips during the year to enhance the instructional program. All planned trips away from the school grounds, including athletic trips and outdoor education programs are subject to specific guidelines. Students must have written parental permission in order to participate. The school shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a fieldwork off-campus trip. Teachers will notify parents if volunteers are required. Parents who consistently assist their grade level classes may be given priority for attending field studies. For safety, siblings are not allowed to attend school field studies without prior teacher permission. No siblings are allowed on the bus for any field studies. The parent is responsible for any entrance fees, but no student shall be denied the opportunity to participate due to an inability to pay.

First Aid

While conducting the trip the teacher, employee or parent chaperone shall have a first aid kit, which includes emergency contact information for each student in his/her possession. No student will be released from a field trip without parent/guardian/emergency contact completing the sign out procedure.

Supervision

Students on approved trips are under the jurisdiction of the school and are subject to the school rules and regulations. Teachers or other certificated personnel shall accompany students on all trips and shall assume responsibility for their conduct. The ratio of adults to students on school-sponsored trips shall be at least one to ten. Adult chaperones must be at least 21-years of age.

Nutrition Services

Wellness Policy

Proper nutrition and adequate physical activity have tremendous implications for academic achievement and life-long health. Thus, it is imperative that OCEAA along with students, parents and communities support, teach, model and practice a healthy lifestyle.

The general health of children and youth is at risk, in part, due to poor nutrition and inadequate physical activity. Studies show that for the first time in two centuries the current generation of children in America may have shorter life expectancies than their parents due to the rapid rise in childhood obesity. They eat too much fast food and soda that is high in fat or sugar and too few fresh fruits and vegetables. Children are also less physically active than ever before.

The Orange County Educational Arts Academy (OCEAA), along with parents/guardians, the community, and the governing board, recognizes the link between student health and learning, and desires to provide a comprehensive program promoting healthy eating and physical activity for students. The goal of the OCEAA Wellness Policy is to help students, staff, volunteers, and families achieve and maintain a sense of well-being and overall 'Wellness' as they strive to reach their personal and academic goals.

OCEAA's School Director shall build a coordinated school health system that supports and reinforces health literacy through the Wellness Committee, health education, physical education, child nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, and parent/guardian and community involvement.

OCEAA's nutrition education and physical education programs shall be based on research, consistent with expectations established in the state's curriculum frameworks and standards, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

OCEAA's Wellness Committee, directors, and site administrators will ensure that the local school Wellness Policy is implemented, monitored, and revised through the use of implementation surveys and through reports to the Governing Board every two years.

The committee will convene at least three times annually during the school year at hours convenient for public participation. Information regarding meeting times and updates will be available to the public.

The designated Wellness Committee Lead will pursue active participation within the committee by inviting teachers, parents, students, OCEAA administrators, the governing board, community-based organizations, health professionals and the general public to attend regular meetings via OCEAA's website, Weekly School Bulletin and Parent Square.

We encourage all students and families to join our Wellness Committee. To learn how you can get involved, please contact our Nutrition Services Manager by phone (714) 558-2787.

Nutrition Education

Pursuant to the requirements of the Education Code (CA Ed/Code 51210.4), nutrition education is encouraged as part of the instructional program in grades TK-8 as suitable, integrated into core academic subjects and offered throughout the school day. Nutrition education programs should foster and promote literacy to encourage students to obtain, interpret, and understand basic health information and services and to achieve the competence to use such information and services in ways that are health enhancing. OCEAA aims to teach, encourage, and support healthy eating for students, school staff, parents, and the community at large. Schools will provide nutrition education and engage in nutrition promotion that may include, but is not limited to, the following:

- Offering each grade level a sequential, comprehensive, standards-based program designed to provide students with knowledge and skills necessary to promote and protect their health
- Integrating, as appropriate, into other classroom subject area instruction such as Language Arts, Math, Physical Education, Science, and Social Sciences
- Providing developmentally-appropriate, culturally-relevant, participatory activities such as taste testing, working in school gardens, field trip to farms, community gardens, and/or other community locations promoting healthy lifestyles
- Participating in the Fresh Fruit and Vegetable Program and Harvest of the Month to the maximum extent possible to introduce different fruits and vegetables to students

- Promoting the consumption of water, fruits, vegetables, whole-grain products, and low fat and fat-free dairy products, and sharing healthy food preparation methods
- Linking education and promotional activities with OCEAA's Nutritional Services, the Garden Grill, and nutrition-related organizations and community services/organizations
- Incorporating lessons to help students acquire skills such as reading food labels and meal planning
- Promoting individual school site health and wellness fairs where nutrition and physical activity information and resources will be shared with the community
- Providing consistent messaging about healthy habits where we live, learn, work, and play. School-based marketing will be consistent with nutrition education and health promotion items identified above.

As such, schools will limit food and beverage marketing to promotion of those consistent with California Nutrition Standards and guidelines set forth by OCEAA. The advertising of foods and beverages that are not available for sale in OCEAA will not be advertised on school property. Every effort will be made to select materials free of brand names/logos and illustrations of unhealthy foods. The healthiest choices such as salads and fruits will be prominently displayed at the Garden Grill to encourage students to make healthy choices.

Physical Activity

OCEAA will provide all students with opportunities for both structured and unstructured physical activity sessions. OCEAA utilizes an Active Play approach to daily recess and weekly physical education periods. Students will spend at least 50 percent of weekly physical education periods participating in moderate to vigorous physical activity. OCEAA's fitness activities shall promote positive self-image and teach students how to cooperate to reach common goals.

OCEAA will administer the Physical Fitness Test to all students in grades five and seven as required by EC Section 60800 and 5 CCR Section 1040. Students with disabilities and/or special healthcare needs will receive modified or adapted physical activity services. Exemptions include students who are ill, injured, a modified program cannot be provided, or the student is enrolled for one-half of the school day or less. OCEAA shall:

- Incorporate nutrition and physical activity into family events provided throughout the school year
- Encourage students to incorporate small bouts of activity into their daily schedules; for example, they are encouraged to walk to school, take the stairs, etc.
- Encourage physical activity opportunities to be provided to all OCEAA students, staff, families, and community
- Ensure that opportunities for physical activity and recess will not be used as a means for punishment (Example: running laps or jogging around a playground)
- Encourage teachers to find alternatives to withholding recess or other physical activities as a punishment. The administration believes that recess and other opportunities for physical activity are an essential part of the school day

- Establish physical activity rules and safety procedures for students and staff and assign appropriate enforcement of these rules and procedures

Foods & Beverages

Foods and Beverages Nutrition standards for all foods and beverages including those served in federally reimbursable meal programs, a la carte items sold by Garden Grill, food sold by student organizations, food sold by fundraisers, and food offered to students will adhere to all laws and regulations of the federal, state, local governments and the OCEAA Wellness Policy. This includes any and all existing future regulations on food service and safety. These regulations will be in effect for services offered to students during the school day. A school day is defined as the midnight before to 30 minutes after the end of the school day. The Garden Grill will provide and disseminate health information to parents/guardians, school staff, and students about the nutrition content of meals through school menus, newsletters, handouts, meetings, the OCEAA's website, School Bulletins, and ParentSquare.

Celebrations and Rewards

OCEAA limits celebrations during the school day to no more than one time per month on the last Friday of the month. Foods brought to campus outside the designated celebration day will be held for distribution until dismissals. We highly encourage families to wait to celebrate on the last Friday of the month, to foster a healthy environment for every student. This includes all classroom celebrations and birthdays. Classroom celebrations will focus on activities rather than food. Foods are to meet USDA's Smart Snacks in School nutrition standards. OCEAA's Nutritional Services shall provide a list of allowable foods that meet these standards. All foods brought to campus for celebrations will be held in the Garden Grill for distribution after lunch. All foods brought to the Annex building will be held in "La Cocinita" for distribution after lunch. All foods will require to be individually packaged with ingredient labels.

OCEAA does not use foods and beverages as rewards and does not withhold foods as a punishment. Using food as a reward or withholding as a punishment undermines healthy eating habits and interferes with children's ability to self-regulate their eating.

OCEAA encourages non-food alternatives as rewards. Teachers may use non-food alternatives as rewards. For example, extra recess may be provided when time allows.

Participation in National School Breakfast/Lunch Program

OCEAA participates in the USDA-FNS National School Breakfast and National School Lunch Program. Upon enrollment and during the back-to-school registration of each school year every family will be asked to complete a meal application. Applications for free or reduced-price meals are included in the first day packets to all families and can also be obtained on the OCEAA website and in the main office. All families are encouraged to complete the application form in order to include as many eligible students as possible. Completed application forms can be returned to the main office.



Beginning in School Year (SY) 2022-23, California will become the first state to implement a statewide Universal Meals Program for all school children. California's Universal Meals Program is designed to build on the foundations of the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP). Commencing in SY 2022-2023, Education Code (EC) 49501.5 required public school districts, county offices of education, and charter schools serving students in grades TK-12 to provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility.

While all TK-12 students in California will receive free meals in the 2023-2024 school year, California's schools are still required to participate in gathering National School Lunch Program data from parents. This will allow California schools to receive the federal meal funding. Additionally, the Application for Free and Reduced Price Meals is use to qualify California schools for federal and state funding, discounts, and special programing. Please help OCEAA continue to receive these needed benefits by completing this application.

Payments

Students are limited to one breakfast meal and one lunch meal. Any additional meals/items requested by students will be charged. All students must keep positive account balances for purchasing additional meals/items. Parents may deposit any dollar amount in their account for future use. Deposits must be given to the front office so a receipt may be given and may be paid anytime during the school day. Please list the child's full name and homeroom teacher on the check or envelope.

Checks make it easy to research a deposit if a question ever arises; however, if your bank notifies you that your check was returned to us unpaid, please contact OCEAA's Senior Accountant, Marissa Munoz at mmunoz@oceaaa.org immediately to arrange to cover the check.

Meal Debit Account Policy

Account Numbers: Every student has an account in the Garden Grill point-of-sale system. The account number is assigned when a student first enters school and remains the same throughout the student's enrollment. There is no correlation between the account number and the student's meal payment status.

Public Records Requests

Any person may request a copy of any OCEAA record open to the public and not exempt from disclosure. Requests for public records shall be made to the Orange County Educational Arts Academy "OCEAA" Operations Manager. Within ten (10) days of receiving any request for a copy of records, the Operations Manager shall determine whether the request seeks copies of

disclosable public records in the possession of OCEAA, and shall promptly inform the person making the request of his/her intent to comply with the request along with an estimated date that the records will be available.

Educational Rights and Student Information

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- 1.** The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School Director [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- 2.** The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the School to amend a record should write to the School Director [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- 3.** The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by OCEAA as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on OCEAA's Board of Directors. An OCEAA official also may include a volunteer consultant, vendor, or contractor outside of OCEAA who performs an institutional service or function for which OCEAA would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks.

A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, OCEAA discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer. Note that Charter School will not release information to third parties for immigration- enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by OCEAA to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education 400 Maryland
Avenue, SW Washington, DC 20202

5. The right to request that OCEAA not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from a student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires OCEAA to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

- 1.** Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
- 2.** Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, OCEAA will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll.
- 3.** Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible

student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing;

4. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
5. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
6. Organizations conducting certain studies for OCEAA in accordance with 20 U.S.C. § 1232g(b)(1)(F);
7. Accrediting organizations in order to carry out their accrediting functions;
8. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
9. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena.
10. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
11. Persons who need to know in cases of health and safety emergencies;
12. State and local authorities, within a juvenile justice system, pursuant to specific State law;
13. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or non-related extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School; and/or
14. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School discloses the final results of the disciplinary proceeding regardless of whether Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's prior written consent. OCEAA has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing

5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Degrees, honors, and awards received
13. The most recent educational agency or institution attended
14. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want OCEAA to disclose directory information from your child's education records without your prior written consent, you must notify OCEAA in writing at the time of enrollment or re-enrollment.

Please notify the Executive Director at:

Mike Limón, Executive Director OCEAA
825 N. Broadway Street, Santa Ana, CA 92701
(714) 558-2787 X3020

A copy of the complete Policy is available upon request at the main office and on the school website.

Uniform Complaint Procedures

Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant, Parenting or Lactating Students;
 - Child Care and Development Programs;
 - Consolidated Categorical Aid;
 - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
 - Every Student Succeeds Act;
 - Migrant Education Programs;
 - School Safety Plans.

3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
 - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
 - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Executive Director of Charter School or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable.

If Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.



Complaints regarding state preschool health and safety issues in local educational agencies exempt from licensing are governed by 5 C.C.R. sections 4690-4694, except as otherwise indicated.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Mike Limón, Executive Director, OCEAA
825 N. Broadway Street, Santa Ana, CA 92701
(714) 558-2787 X3020

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which Charter School's Board of Directors approved the LCAP or the annual update was adopted by Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of OCEAA's written Decision, except if Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with Charter School, a copy of Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in Charter School's Decision is inconsistent with the law.
5. In a case in which Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if OCEAA has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 CCR § 4622.

A copy of the UCP shall be available upon request free of charge in the main office and on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

APPENDIX: Policies

Visit <https://oceaa.org/board-accountability/board-policies/> to read complete school policies.

A copy of the complete Policies can be available upon request at the main office.

- Title IX Harassment Intimidation Discrim. and Bullying Policy
- Conflict of Interest Policy
- Education of English Learners Policy
- Education for Foster and Mobile Youth Policy
- Education for Homeless Children and Youth Policy
- Health and Safety Policy for Covid-19
- Injury and Illness Prevention Plan
- Nondiscrimination in School Programs and Activities Policy
- Parent Involvement Policy
- Public Records Act Policy
- Rehabilitation Act 504 Policy
- Special Education Policy
- Telework Policy
- Uniform Complaint Policy
- Disciplinary Consequences: Suspension, Expulsion and Dismissal (review Charter petition)



I have received a copy of the 2023-2024 Family Handbook at Back to School Registration. I agree to read, review with my child, and support the policies and procedures within the handbook. If I have any questions or concerns I will bring them directly to an administrator to discuss and work together to resolve them.

Parent/Legal Guardian Signature

Date

Name of Student

Grade Level

Name of Student

Grade Level

Name of Student

Grade Level

Name of Student

Grade Level

Name of Student

Grade Level



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _____.

Submitted by (Superintendent, Board Secretary, or Designee):

_____ Name _____ Signature _____ Title _____

_____ Fax Number _____ Telephone Number _____ Date _____

_____ Mailing Address _____

_____ EMail Address _____

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ___/___/___, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name

Signature

Title

Fax Number

Telephone Number

Date

Mailing Address

E-Mail Address

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

Emergency Transitional Kindergarten (ETK)

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.



I, Doraima Gomez, agree to a Local Assignment Option (LOA) T5 §80020.4 for the 2023-2024 School year at Orange County Educational Arts Academy. Approximately 30% of hours will be spent as a Teacher on Administrative Assignment on teacher development under this LOA.

This local assignment option may be used to assign staff to staff development at the school site-level setting and in any content area. The LEA must verify that the staff member has either a credential based on a Baccalaureate (BA) and student teaching, or a credential or expertise in the staff development subject. Local governing board resolution is required.

California Teacher Multiple Subject Teaching Credential, Document 200103369, with Bilingual Authorization Spanish (BASP), expires 7/1/2025
Reading & Literacy Authorization / Business Authorization 200117689

Doraima Gomez
Printed Name

Signature

Date

I, Doraima Gomez, agree to a Local Assignment Option (LOA) T5 §80020.4.1(a) for the 2023-2024 School year at Orange County Educational Arts Academy. Approximately 70% of hours will be spent as a Teacher on Administrative Assignment as Assessment & Intervention Coordinator under this LOA.

This local assignment option may be used to assign staff to a program coordination setting at a school site and in any content area. The LEA must verify that the staff member has a credential based on a Baccalaureate (BA) and student teaching. Subject matter knowledge verification and local governing board resolution are not required.

California Teacher Multiple Subject Teaching Credential, Document 200103369, with Bilingual Authorization Spanish (BASP), expires 7/1/2025
Reading & Literacy Authorization / Business Authorization 200117689

Doraima Gomez
Printed Name

Signature

Date



825 N. Broadway, Santa Ana, CA 92701



714-558-2787



receptionist@oceaa.org



I, Jocelyn Vargas, agree to a Local Assignment Option (LOA) T5 §80020.4 for the 2023-2024 School year at Orange County Educational Arts Academy. Approximately 30% of hours will be spent as a Teacher on Administrative Assignment on teacher development under this LOA.

This local assignment option may be used to assign staff to staff development at the school site-level setting and in any content area. The LEA must verify that the staff member has either a credential based on a Baccalaureate (BA) and student teaching, or a credential or expertise in the staff development subject. Local governing board resolution is required.

California Teacher Multiple Subject Teaching Credential, Document 180209197, with Bilingual Authorization Spanish (BASP), expires 9/1/2028.

Jocelyn Vargas
Printed Name

Signature

Date

I, Jocelyn Vargas, agree to a Local Assignment Option (LOA) T5 §80020.4.1(a) for the 2023-2024 School year at Orange County Educational Arts Academy. Approximately 70% of hours will be spent as a Teacher on Administrative Assignment as CREW and Character Coordinator under this LOA.

This local assignment option may be used to assign staff to a program coordination setting at a school site and in any content area. The LEA must verify that the staff member has a credential based on a Baccalaureate (BA) and student teaching. Subject matter knowledge verification and local governing board resolution are not required.

California Teacher Multiple Subject Teaching Credential, Document 180209197, with Bilingual Authorization Spanish (BASP), expires 9/1/2028.

Jocelyn Vargas
Printed Name

Signature

Date





I, Monica Bennett Gee, agree to a Local Assignment Option (LOA) T5 §80020.4 for the 2023-2024. School year at Orange County Educational Arts Academy. Approximately 30% of hours will be spent as a Teacher on Administrative Assignment on teacher development under this LOA.

This local assignment option may be used to assign staff to staff development at the school site-level setting and in any content area. The LEA must verify that the staff member has either a credential based on a Baccalaureate (BA) and student teaching, or a credential or expertise in the staff development subject. Local governing board resolution is required.

California Teacher Multiple Subject Teaching Credential, Document 180007439, with Bilingual Authorization Spanish (BASP), expires 4/1/2028.

Monica Bennett Gee

Printed Name

Signature

Date

I, Monica Bennett Gee, agree to a Local Assignment Option (LOA) T5 §80020.4.1(a) for the 2023-2024 School year at Orange County Educational Arts Academy. Approximately 70% of hours will be spent as a Teacher on Administrative Assignment as DLI Curriculum & Instruction Coordinator under this LOA.

This local assignment option may be used to assign staff to a program coordination setting at a school site and in any content area. The LEA must verify that the staff member has a credential based on a Baccalaureate (BA) and student teaching. Subject matter knowledge verification and local governing board resolution are not required.

California Teacher Multiple Subject Teaching Credential, Document 180007439, with Bilingual Authorization Spanish (BASP), expires 4/1/2028.

Monica Bennett Gee

Printed Name

Signature

Date



825 N. Broadway, Santa Ana, CA 92701



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receptionist@oceaa.org