Local Control and Accountability Plan

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

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

Plan Summary 2023-24

General Information

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

Founding, Mission and Student Body

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

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

High Impact Partnership and Vision

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

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

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

Program Description and Educational Philosophy

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

Additionally, as a school committed to serving language minority and language majority students in a dual language program, OCEAA's philosophy is further grounded in global citizenship and social justice as requirements for 21st century learning, and where:
- Leaders and teachers recognize that they must prepare students for global citizenship in an increasingly complicated and interconnected world
- Multilingualism is a key tool and a vital global skill that deepens understanding of other countries and cultures.
- The arts are used as a window into disciplinary content in academic subjects, and provide opportunities to explore diverse cultures, perspectives and regions of the world.

Reflections: Successes

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

1. **Connections with families.**

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

2. **Building with data.**

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

3. **Curricular Evolution.**

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

Reflections: Identified Need

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

1. **Attendance data shows our average daily attendance at OCEAA is below the pre-pandemic average in absences and tardies, and the general numbers have plateaued**.
   OCEAA has used a School Attendance Review Board (SARB) process, some incentivizing, and has presented community partners with information regarding the negative effects (academic, socio-emotional, and economic), of absences and tardies. Those have not impacted data in the desired way, and attendance has stayed around 88% of ADA.
   a. As planning for 2023-2024 is underway, more intentional efforts to track and improve attendance will be the priority. Those should include multiple opportunities of support for families as part of the SARB process or outside of that process, incentives both at a classroom- and school-level, and a modification to accountability procedures for late arrivals to ensure all community partners understand the importance of attendance. Recognition of attendance will continue, and will be further incentivized. Potential consequences of attendance as delineated by the parent handbook will be reviewed with families, and closely monitored. OCEAA leadership is exploring web-based systems to support with intentional attendance tracking, reporting, planning and family communications with the goal to increase attendance.

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

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

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

LCAP Highlights

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

The leadership conducted several rounds of engagement with the following partners to provide the ongoing updates and also engaged partners in a reflective process on what potential areas of focus or modifications should be made to the actions and metrics for the 2023-24 academic year when it comes to the LCAP.
- Classified personnel (office staff, paraprofessionals, custodial)
- Instructional Staff (Teachers, Coaches, Administrators), this is done through various Business Updates presented during Professional Development and through the work at the monthly budget committee, which has teachers on it.
- Parents/Guardians: School Coordinating Council, Coffee Chats, English Learner Advisory Committee, all held monthly.

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

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

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

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

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

Goals and Actions

Goal 1. Conditions of Learning

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards-Aligned Instructional Materials [Priority 1 Basic Services - CA Dashboard Local Indicator]	*2020-21 CA Dashboard Local Indicators*	(*Quality, Currency, Availability of Textbooks and Other Instructional Materials for 2021-22* as reported in the CDE SARC in February 2022)	(*Quality, Currency, Availability of Textbooks and Other Instructional Materials for 2021-22* as reported in the CDE SARC in February 2023)		
Course enrollment in PowerSchool Access and enrollment in a Broad Course of Study [Priority 7 Course Access - CA Dashboard Local Indicator]	100% of students are enrolled in a broad course of study including arts and world language (Spanish)	100% of students are enrolled in a broad course of study including arts and world language (Spanish)	100% of students are enrolled in a broad course of study including arts and world language (Spanish)		100% of students enrolled in a broad course of study including arts and world language (Spanish)
SARC Facility Good Repair Status Facility in Good Repair (CA Facilities Inspection Tool "FIT") [Priority 1 Basic Services - CA Dashboard Local Indicator]	2020-21 SY 0 Instances where facility did not meet the "Good Repair" standard *2020-21 CA Dashboard Local Indicators*	Overall Facility Rating: "Good" (*School Facility Conditions - FIT conducted in December 2021* and reported in the CDE SARC in February 2022)	Overall Facility Rating: "Good" (*School Facility Conditions - FIT conducted in December 2021* and reported in the CDE SARC in February 2023)		2023-24 SY Overall Facility Rating: Good
Instructional Technology - Teachers & Classrooms	Promethean/ Smartboards in all K-3 and 5th grade classrooms	• Promethean/ Smartboards in all K-8th grade classrooms • Wireless Access Points (WAP) in every classroom • All teachers provided with laptop	• Promethean/Smartboards in all classrooms in good working order; • All WAPs in good working condition • All teachers have school-provided laptop in good working order		Maintain: • Promethean/Smart boards in all classrooms in good working order; • All WAPs in good working condition • All teachers have school-provided laptop in good working order
Instructional Technology – Student: Device ratio & Promethean/Smartboards Student Device Ratio 1:1/Good Working Order	• iPads (Grades TK-K) • Chromebooks (Grades 1-8)	• iPads (Grades TK-K) • Chromebooks (Grades 1-8)	• iPads (Grades TK-K) • Chromebooks (Grades 1-8) • 1:1 Structure in place		Maintain: Student Device Ratio 1:1/Good Working Order • iPads (Gr. TK-K) • Chromebooks (Gr. 1-8)

Actions

Action #	Title	Description	Total Funds	Contributing
1.01	Staffing – Certificated	Maintain an effective and knowledgeable instructional leadership team to ensure high-quality implementation of state-standards and instructional strategies to address the academic as well as socio-emotional needs of students; efficient management of the school (Costs include salaries and benefits) ● School Director ● Assessment and Intervention Coordinator ● School Culture and Character Coordinator ● Dual Language Immersion Curriculum & Instruction Coordinator ● Bilingual Psychologist ● Bilingual Counselor Attract and retain high quality, credentialed bilingual teachers to staff OCEAA's 90:10 Dual Language Immersion program, providing standards-based instruction and tiered interventions before or after school. Provide credentialed teachers at all grade levels (including salaries and benefits) ● TK through Grade 5 ● Grades 6-8 ● Special Education	$4,600,729	Yes

Action #	Title	Description	Total Funds	Contributing
1.02	Staffing – Classified	Maintain an effective and knowledgeable instructional leadership team to ensure high-quality implementation of state-standards and instructional strategies to address the academic as well as socio-emotional needs of students; efficient management of the school (Costs include salaries and benefits) ● Executive Director ● Business Manager or Controller ● Human Resource Manager Attract and retain high quality bilingual staff who provide critical operations support across multiple departments (reception, enrollment, HR, accounting, database coordination, etc.) and direct support to families of low income, English Learner and Homeless students. ● Operations Manager ● Facilities Manager ● Support Staff (Technology, Health, Accounting, Reception, Office) ● Custodial Staff ● Nutrition Services Manager ● After School Programs/Activities Manager	$1,891,414	Yes
1.03	Staffing – Paraprofessionals	Intervention Aides for English/Language Arts and Mathematics: Provide Intervention aides under the supervision of the Instructional Coaches ● 2 literacy intervention aides ● 2 math intervention aides TK-K Classroom Instructional Aides: Provide up to 6 classroom instructional aides to provide assistance principally to English learners and low-income students to ensure full access to the core curriculum.	$1,144,724	Yes
1.04	Additional Special Education Services	Provide Special Education services as required by law as a member of the El Dorado Charter SELPA. These expenses are above & beyond the costs not captured with internal employees, this is external certificated consultants.	$205,554	No
1.05	Standards-aligned Instructional Materials	Provide ample instructional materials/curricula including consumable materials. Purchase standards-aligned instructional materials required to implement high quality core instruction in Spanish & English language arts, math, science, social studies, and the arts. Includes consumables, textbooks, trade books and digital subscriptions (e.g., STEMscopes, Eureka, Adelante).	$139,050	No

Action #	Title	Description	Total Funds	Contributing
1.06	Facilities & Maintenance	Facilities operations costs • Leases/Mortgages • Maintenance supplies	$1,038,170	No
1.07	Nutrition & Wellness	Provide at least two nutritionally adequate meals to students during the regular instructional day, and during weekly after school programming	$340,000	Yes
1.08	Technology – Teachers & Classrooms	Ensure each certificated staff member has the tools necessary to deliver high-quality and engaging instruction to students • Laptops • Document cameras • Promethean Boards • Wireless access points (WAPs) • Device Storage Carts/Charging Stations	$40,000	No
1.09	Technology – Students	Ensure each student is provided with an age-appropriate technology device/peripherals and maintain all devices in good working order • iPads (TK-K) • Chromebooks (Grades 1-8) • Headphones • Additional iPad chargers • Additional Chromebook chargers	$55,000	Yes
1.10	Data Management/Student Information System, Local Assessments (State-verified data), & Digital Curriculum/materials	Student information system *PowerSchool* data system annual contract Contracts to provide local assessment system and supporting resources • Illuminate • Freckle • Educlimber • STAR Renaissance Reading and Mathematics • Benchmark Adelante • Ellevation	$144,903	Yes
1.11	Integration of Technology	Support to teachers and students with integrating technology and mastering ISTE standards, with an emphasis on ensuring all student groups achieve technological literacy.	0	Yes

Goal Analysis for 2022-23

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

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

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

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

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

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

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

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

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

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

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

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

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

Goal 2. Academic Achievement

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

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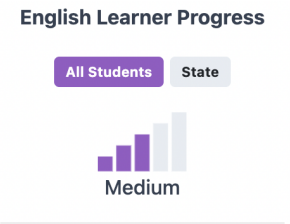
OCEAA seeks to improve progress monitoring now that the initial implementation phase of new core curricula in math, Spanish language arts and English Language Arts has passed. This includes refining horizontal articulation of key grade level knowledge and skills, using a variety of high-quality assessment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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of CA academic content and performance standards [Priority 2 Implementation of State Standards - CA Dashboard Local Indicator]	Curriculum and assessments have been implemented in the following areas: ELA, ELD, Math, History, Social Science, Visual and Performing Arts, World Language, World Language & CTE (Reported in 2021 CA Dashboard Local Indicators)	Curriculum and assessments have been implemented in the following areas: ELA, ELD, Math, History, Social Science, Visual and Performing Arts, World Language, World Language & CTE (Reported in 2022 CA Dashboard Local Indicators)	Curriculum and assessments have been implemented in the following areas: ELA, ELD, Math, History, Social Science, Visual and Performing Arts, World Language, World Language & CTE (Reported in 2022 CA Dashboard Local Indicators)		Maintain curriculum and assessments for all content areas
SBAC English/Language Arts [Priority 4 Pupil Achievement - CA Dashboard State Indicator]	(see table below)	(see table below)	NOTE: CAASPP results will be available in August 2023. The data will be reported to the Board and educational partners once it is released.		ELA indicator is green with no subgroups in orange or red; SWD increasing

Baseline — 2018-19 SBAC ELA

Student Group	Distance from Standard	Met/Exceeded Standard
All	+0.8	51%
EL	-20.6	28%
SED	-13.5	43%
Hispanic	-4.6	49%

Year 1 Outcome — 2021-22 SBAC ELA

Student Group	Distance from Standard	Met/Exceeded Standard
All	-25.8	41%
EL	-43.1	19%
SED	-37.5	35%
Hispanic	-28.1	39%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Assessment: English/Language Arts - Elementary [Priority 8 Other Student Outcomes]	STAR Renaissance Reading (March 2021) At/Above Grade-Level Grade 3 — 36% Grade 4 — 36% Grade 5 — 43%	STAR Renaissance Reading (March 2022) At/Above Grade-Level Grade 3 — 29% Grade 4 — 48% Grade 5 — 31%	STAR Renaissance Reading (March 2023) At/Above Grade-Level Grade 3 — 48% Grade 4 — 43% Grade 5 — 46%		Annually increase percentage of elementary students scoring "At/Above Grade-Level" STAR Renaissance Reading
Local Assessment: English/Language Arts – Middle [Priority 8 Other Student Outcomes]	STAR Renaissance Reading (March 2021) At/Above Grade-Level Grade 6 — 27% Grade 7 — 35% Grade 8 —	STAR Renaissance Reading (March 2022) At/Above Grade-Level Grade 6 — 43% Grade 7 — 33% Grade 8 — 29%	STAR Renaissance Reading (March 2023) At/Above Grade-Level Grade 6 — 30% Grade 7 — 38% Grade 8 — 45%		Annually increase percentage of middle school students scoring "At/Above Grade-Level" STAR Renaissance Reading
English/Language Arts Course Grades - Middle [Priority 8 Other Student Outcomes]	% Middle grade students earning "3" or better in ELA 2021 Grade 6 — 67% Grade 7 — 56% Grade 8 — 64%	% Middle grade students earning "3" or better in ELA 2022 Grade 6 — 75% Grade 7 — 89% Grade 8 — 91%	% Middle grade students earning "3" or better in ELA 2023 Grade 6 — 74% Grade 7 — 83% Grade 8 — 80%		_78_% Middle grade students earning "3" or better (Fall 2023)
SBAC Mathematics [Priority 4 Pupil Achievement - CA Dashboard State Indicator]	**2018-19 CA School Dashboard SBAC MATH** Student Group / Distance from Standard / Met/Exceeded Standard All — -23.9 — 39% EL — -44.8 — 22% SED — -37.3 — 32% Hispanic — -27.4 — 38%	**2021-22 CA School Dashboard SBAC MATH** Student Group / Distance from Standard / Met/Exceeded Standard All — -58 — 27% EL — -73.8 — 16% SED — -68.4 — 25% Hispanic — -59.7 — 27%	NOTE: CAASPP results will be available in August 2023. The data will be reported to the Board and educational partners once it is released.		Math indicator is green with no subgroups in orange or red; SWD increasing

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Assessment: Mathematics - Elementary Priority 8 Other Student Outcomes]	**STAR Renaissance Math (March 2021) At/Above Grade-Level** Grade 3* — 39% Grade 4 — 33% Grade 5 — 42% NOTE: Grade 3 is administered the STAR in Spanish	**STAR Renaissance Math (March 2022) At/Above Grade-Level** Grade 3* — 33% Grade 4 — 49% Grade 5 — 42% NOTE: Grade 3 is administered the STAR in Spanish	**STAR Renaissance Math (March 2023) At/Above Grade-Level** Grade 3* — 75% Grade 4 — 61% Grade 5 — 63% NOTE: Grade 3 is administered the STAR in Spanish		Annually increase percentage of elementary school students scoring "At/Above Grade-Level" STAR Renaissance Mathematics NOTE:: Grade 3 is administered the STAR in Spanish
Local Assessment: Mathematics - Middle Priority 8 Other Student Outcomes]	**STAR Renaissance Math (March 2021) At/Above Grade-Level** Grade 6 — 30% Grade 7 — 32% Grade 8 —	**STAR Renaissance Math (March 2022) At/Above Grade-Level** Grade 6 — 52% Grade 7 — 36% Grade 8 — 35%	**STAR Renaissance Math (March 2023) At/Above Grade-Level** Grade 6 — 57% Grade 7 — 53% Grade 8 — 52%		Annually increase percentage of middle school students scoring "At/Above Grade-Level" STAR Renaissance Mathematics
Mathematics Course Grades - Middle [Priority 8 Other Student Outcomes]	**% Middle grade students earning "3" or better in math 2021** Grade 6 — 75% Grade 7 — 64% Grade 8 — 68%	**% Middle grade students earning "3" or better in math 2022** Grade 6 — 86% Grade 7 — 100% Grade 8 — 94%	**% Middle grade students earning "3" or better in math 2023** Grade 6 — 74% Grade 7 — 83% Grade 8 — 80%		_78_% Middle grade students earning "3" or better (Fall 2023)
CA Science Test (CAST) [Priority 4 Pupil Achievement - CA Dashboard State Indicator]	**2018-19 CAST** Student Group — Met/ Exceeded Standard All — 27% EL — 5% SED — 20% Hispanic — 24%	**2021-22 CAST** Student Group — Met/ Exceeded Standard All — 29% EL — 3% SED — 19% Hispanic — 18%	NOTE: CAASPP results will be available in August 2023. The data will be reported to the Board and educational partners once it is released.		Annually increase percentage of students meeting/exceeding standards in Science as measured by CAST

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Spanish Assessment [Priority 4 Pupil Achievement - CA Dashboard State Indicator]	2019 SY No grade level averages in the highest score range x60- x99	Did not take this year.	Did not take this year. Pilot offers limited information.		3rd-5th grade averages in the highest score range x60-x99
English Learner Progress Indicator [Priority 4 Pupil Achievement - CA Dashboard State Indicator]	49.8% making progress towards English language proficiency Progress Level: "Medium" (Source: 2018-19 CA Dashboard English Learner Progress Indicator)	**English Learner Progress** All Students · State Medium 53.8% making progress towards English language proficiency **Number of EL Students: 184**	Available in the winter.		60% making progress towards English language proficiency Progress Level: "Medium" CA Dashboard English Learner Progress Indicator for 2023-24
Summative English Language Proficiency Assessment for California (ELPAC) [Priority 4 Pupil Achievement - CA Dashboard State Indicator]	**ELPAC 2019 Summative** <table><tr><td>Proficient</td><td>21.31%</td></tr><tr><td>Level 3</td><td>44.67%</td></tr><tr><td>Level 2</td><td>31.96%</td></tr><tr><td>Level 1</td><td>2.06%</td></tr></table>	**ELPAC 2021 Summative** <table><tr><td>Proficient</td><td>17.5%</td></tr><tr><td>Level 3</td><td>46.67%</td></tr><tr><td>Level 2</td><td>27.92%</td></tr><tr><td>Level 1</td><td>7.92%</td></tr></table>	**ELPAC 2022 Summative** <table><tr><td>Proficient</td><td>21.4%</td></tr><tr><td>Level 3</td><td>44.0%</td></tr><tr><td>Level 2</td><td>32.3%</td></tr><tr><td>Level 1</td><td>2.3%</td></tr></table>		Annually increase proficiency of English Learners as measured by ELPAC
Annual Reclassification Rate of English Learners [Priority 4 Pupil Achievement - CA Dashboard State Indicator]	SY 2018-19 Reclassification Rate 7% (Number: 17)	SY 2020-21 Reclassification Rate 5.82% (Number: 17)	SY 2021-22 Reclassification Rate 10% (Number: 25)		SY2023-24 Percentage = 25% Number = based on enrollment

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.01	Teacher Leadership	The following committees are crucial to the continuing success of OCEAA's focus on providing a high-quality biliteracy program and certification as an *EL Education* school: ● **Instructional Leadership Team - *EL Education* Workplan Team** (Stipends for 6-12 members; Meets 2xs per month; new structure has ILT members as grade level teams and doubles up the stipend for 8 members) designs and communicates the *EL Education* work plan that will guide continuous improvement of curriculum, instruction, assessment, school culture and leadership in the next 3 years. The School Designer supports and facilitates this process. ● **High-Quality Work Committee - HQW** (Stipends for 5 members) Provide stipends to certificated teacher members of the HQW Committee which leads the development of case study sequences/expeditions that provide authentic opportunities to use Spanish and are formalized in curriculum maps. ● **Crew & Character Committee – CREW Committee** (Stipends for 5 members; meet 1x per month) Committee that leads the development of OCEAA's crew culture. ● **Mastery of Knowledge/Skills - MKS Committee** (Stipends for 5 members) instructional committee which leads curriculum mapping, adaptation and enhancement for biliteracy outcomes ● **Beginning Teacher Induction Program Mentor – BTSA** (Annual Stipend to support up to two new teachers)	Captured in 2.2	No
2.02	Professional Development	Provide all teachers with in-depth professional development to support the needs of OCEAA students and to deliver high-quality instruction ● Summer Pre-Service ● New Teacher Induction BTSA ● Special Education El Dorado SELPA (Stepping Stones) ● Regular weekly professional development (state standards, lesson study/design, etc.) ● EL Education English Language Arts Modules. ● Heggerty training (Phonemic Awareness)	$71,300	Yes

Action #	Title	Description	Total Funds	Contributing
2.03	Professional Development – English Learners	In-house instructional coaching and professional development for teachers in supporting language learners through GLAD strategies; or other implementation materials or tools.	0	Yes
2.04	Multi-tiered System of Supports (MTSS)	ALT and OCEAA's Multi-tiered System of Supports (MTSS) and provide tiered interventions to students, principally directing services to low-income students and language learners; provide instructional coaching and professional development to teachers; coordinate local and state assessments (CAASPP, DRA, STAR)	0	Yes
2.05	Support for English Learners & Families	Ongoing implementation of *CA EL Roadmap* and required services for English Learners as articulated in OCEAA's Dual Language EL Master Plan including: ● Designated & integrated ELD instruction ● ELPAC testing – initial and summative ● Monthly ELAC meetings ● Supplemental parent education programming for parents of ELs	0	Yes

Goal Analysis for 2022-23

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

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

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

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

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

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

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

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

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

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

Goal 3. High-Quality Learning Outcomes

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

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

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

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.01	*EL Education* Partnership	Provide targeted professional development through *EL Education* focused on "High-Quality Work (HQW)" ● Direct service days ● Conferences ● Arts training ● Implementation of HQW protocols	$52,800	No

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

Goal Analysis for 2022-23

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

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

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

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

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

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

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

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

No changes.

Goal 4. School Climate & Student Engagement

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Actions

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

Action #	Title	Description	Total Funds	Contributing
4.06	Extracurricular Clubs & Activities	Maintain school clubs and activities for students to develop their collaboration and leadership skills. Each club/activity will have a teacher-sponsor and will be provided with a budget to implement related activities. This action includes supply budgets for teacher leaders to sponsor activities including but not limited to: ● Math Club ● Speech & Debate Club ● Yearbook ● GSA ● Student Leadership ● Safety Monitors Equitable access to participation by EL, low income and SWD will be embedded in the design and promotion of extracurricular activities.	Captured in 2.2	Yes

Goal Analysis for 2022-23

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

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

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

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

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

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

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

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

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

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

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

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

Goal 5. Parent Involvement & Engagement

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

| An explanation of why the LEA has developed this goal. |

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

Measuring and Reporting Results

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.01	Parent Involvement and Participation in the Life of the School	School Director will host an annual Title I meeting to involve parents in the development of a parent involvement policy and parent-school compact: ● OCEAA will promote and work with parent leadership organizations to promote their input in school decision making including, but not limited to: Families Supporting OCEAA (FSO), English Learner Advisory Committee (ELAC), LCAP Advisory Committee, Wellness Committee. ● OCEAA will support parent volunteer opportunities as well as the organization of parent-initiated community events ● OCEAA will strive to maintain frequent, open communication with parents through a variety of formats, including, but not limited to: weekly bulletins, monthly Coffee Chats, direct messaging through Class Dojo or similar platform, social media. (Funds for refreshments and other facilitation needs.)	3,000	No
5.02	Parent Engagement Supports	Staff coordinates overtime hours for qualified support staff to provide needed support such as child care and translation services at all school events, thus removing barriers to attendance for parents of English Learners. Collaborates with the Nutritional Services Manager. (Child care & translation at parent events, board meetings, SSC meetings, Title I meetings, etc.)	500	Yes

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

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

Goal Analysis for 2022-23

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

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

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

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

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

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

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

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

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

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

No changes.

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

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

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

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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