

Orange County Educational Arts Academy
A California Public Charter School

**BOARD OF DIRECTORS
MEETING MINUTES**

Regular Meeting

November 9, 2022

6:30 p.m. – Closed Session

7:00 p.m. – Open Session

Teleconference

Zoom Meeting: <https://bit.ly/33DU6Mz>

Meeting ID: 998 0701 0685

Password: oceaaboard

Reference Materials: <http://bit.ly/3UsPMYJ>

MINUTES

I. Call to Order: 6:33 PM

A. Roll Call

Board Members	Present	Absent
Dr. Alfonso Bustamante	_____	X
Valerie Sullivan	_____	X
Scott Overpeck, Chair	X	_____
Ben Stanphill, Secretary	X	_____
Boris Molina	X	_____
Carmen Aparicio	X	_____
Jessica Reyes	X	_____
Staff/Other		
Pedro Llorente, School Director	X	_____
Rocio Cervantes, Controller	X	_____
Mike Limon, President/Executive Director	X	_____

B. Approval of Agenda

II. Approve OCEAA Board Meeting Delivery to Virtual Platform

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

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

III. Public Comment on Closed Session Items, If Any

No public comment

IV. Adjourn to Closed Session

- A. Conference with Legal Counsel – Anticipated Litigation, Government Code sections 54954.5(c) & 54956.9 (d)(2).
- B. Staff Evaluations/Discipline/Privacy or Other Confidential Issues (Gov. Code Section 54957(b))

V. Reconvene to Open Session and Report of Action from Closed Session, If Any No action

VI. Public Comment

No public comment

VII. Board and Staff Reports

A. Staff Reports

1. Executive Director – Mike Limon

(a) Universal Prekindergarten Planning and Implementation Grant Program - \$116,266

(b) Arts and Music Grant Vision - \$338,780

(c) CAASPP Data 2021-22 OCEAA Results

(d) Review Proposed Changes to OCEAA Family Handbook
2022-23

2. School Director – Pedro Llorente

B. Operations Report –Rocio Cervantes

C. Board of Directors Reports

VIII. Items for Consent

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

- A. Approval of Minutes from October 2022 Board Meeting

B. Ratification of September 2022 Check Register

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

IX. **Review and Approve OCEAA Staff Handbook 2022-23**

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

X. **Items for Future Meetings**

The next regularly scheduled meeting is on December 14, 2022.

XI. **Adjournment**

The meeting was adjourned at 9:19 PM.



"I Painted"
MY OWN
Reality

Frida Kahlo



November 9, 2022 Executive Director Board Report

Staffing: Current Openings

- 2 for Nutritional Services
- 2 for KEDS
- 1 Speech Pathologist (currently contracting out, same as prior years)
- 1 PT Biliterate Instructional Aide
- 1 Facilities Support Role
- 1 HR/Accounting Aide
- 1 Retention & Attendance Aide
- 1 PT Ed. Specialist due to increased caseload
- **New hires:**
 - 1 FT Biliterate Instructional Aide
 - 1 Playground



Concept for Expanded Learning Opportunities

Based on last month's budget reporting figures:

Expanded Learning Opportunities Program - \$265k is left

Expanded Learning Opportunities Grant - \$447k | \$212k is left (one-time)



Tier 3:

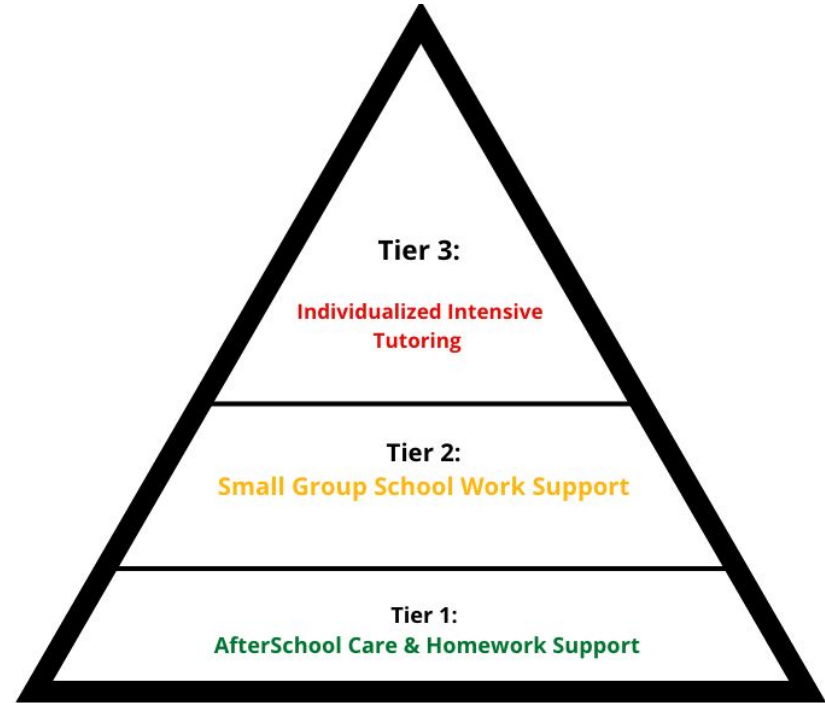
- Designed for one-on-one support
- Students significantly behind
- Identified through CoST/SST
- Monitor progress (grades, test, etc)

Tier 2:

- Based on students identified through CoST/SST process
- Aid in work completion
- Concerns to be reported to teachers first
- Monitor progress (grades, test, etc)
- A max of 6 students per session

Tier 1: (phased out based on staffing/space availability)

- Provide a safe space for after school care
- Provide staff to support student with homework
- Annex Instructional Aides may be able to support two small cohorts
- Have approx 50 students on KEDS waitlist



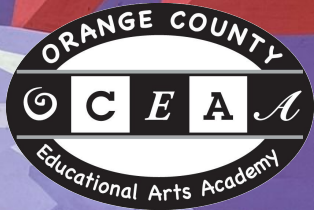
Concept for Expanded Learning Opportunities



Community Building

Q&A





"I Painted"
MY OWN
Reality

Frida Kahlo



Universal PreKindergarten Grant Presentation 2022-23



UNIVERSAL PREKINDERGARTEN

As part of State Superintendent of Public Instruction Tony Thurmond's vision for transforming California schools, the Universal PreKindergarten (UPK) initiative seeks to offer developmentally-informed, high-quality instruction to all 4-year-old children in the year prior to Kindergarten, regardless of the child's location, background, home language, or exceptional needs.

TK Requirements: the Basics

- Apply to school districts and charter schools
- Apply to any classroom with TK students, with the exception of special day classes [EC 48000 (g)(1)(A) and 48000.1(b)(2)]
- Each requirement is presented with the following:
 - Summary
 - Calculation Example
 - Penalty Calculation (ADA & Teacher Qualifications through audit findings)



TK Age Eligibility Expansion

- TK age eligibility expansion means every child whose fourth birthday occurs by September 1 will have access to TK by 2025–26. **TK age expansion is phased in over several years.**
- Students are eligible for TK who will have their **5th birthday**:
 - 2022–23: by February 2
 - 2023–24: by April 2
 - 2024–25: by June 2
 - 2025–26: fourth birthday by September 1
- LEAs can enroll TK students who will have their 5th birthday after the date in statute, but those students shall not generate ADA or be included in the UPC until their 5th birthday.



TK Requirements Summary

Current requirements (2022-23):

- Average Class Size of 24
- Adult-to-student ratio of 1:12

Additional future requirements (2023-24):

- Teacher qualification requirements
- Adult-to-student ratio of 1:10 (contingent upon Budget Act appropriation)

Compliance subject to audit:

- 2022-23 Audit Guide Supplement
- 2023-24 Audit Guide



Why Require Additional Teacher Training in Early Education?

- Teachers holding a multiple-subject teaching credential are authorized to teach grades Kindergarten (which includes TK) through 8th grade.
- Since rapid cognitive, social, and emotional development occurs during the first 5 years of life, specialized training in early education and child development is crucial for teachers to understand the learning needs of 4-year-old students.



Teacher Qualification Requirements

- EC 48000(g)(4)
- Beginning in 2023-24, credentialed teachers assigned to a TK class (including independent study) after July 1, 2015 must have **one** of the following by August 24, 2023:
 - At least 24 units in early childhood education, or childhood development, or both.
 - As determined and documented by the LEA employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the LEA that is comparable to the 24 units of education.
 - A child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing.



Early Education Experience and Training (key areas)

- Instruction in inclusive classrooms
- Culturally responsive instruction
- Supporting dual language learners
- Enhancing social-emotional learning
- Implementing trauma-informed practices and restorative practices
- Mitigating implicit biases to eliminate exclusionary discipline



- Partner with one or more local institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential
- Apply for a California Classified School Employee Teacher Credentialing Program grant on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers
- Apply for a California Teacher Residency Grant Program on your own, as part of a new collaborative, or by joining an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor's degree who want to become teachers in your LEA
- Join an existing intern preparation program to recruit and prepare teachers for your LEA
- Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA
- Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P–3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities
- Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA
- Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
- Apply for workforce development funding and competitive grant opportunities from the CDE
- Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential



Recruitment Strategies

- Provide advising on credential requirements and options for how to meet these requirements
- Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]
- Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential
- Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential

TK Specific:

- Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units
- Provide information on scholarship and grant opportunities
- Apply for workforce development funding and grant opportunities
- Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
- Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
- Provide advising on requirements and how to meet the requirements
- Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers
- Develop or work with an established mentorship program to support new TK teachers



Recruitment Strategies

Universal Prekindergarten Planning Grant

OCEAA's Total Allocation - \$116,266

1. These funds may be used for costs associated with creating or expanding California State Preschool Programs (CSPP) or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the local educational agency (LEA), including Head Start programs, to ensure that high-quality prekindergarten options are available for four-year-old children. **Allowable costs include, but are not necessarily limited to, planning costs, hiring and recruitment costs, staff training and professional development, classroom materials, and supplies.**
2. LEAs receiving these grant funds are required to develop a plan articulating how all children in their attendance area will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, CSPP, Head Start programs, and other community-based early learning programs.
3. While the plan itself **does not need to be submitted to the CDE**, certain elements of the plan will be required to be submitted to the CDE. The plan needs to be submitted for consideration to the governing board or body of the local educational agency (LEA) at a public meeting on or before June 30, 2022.



Vision for Expending Planning Grant Funds

Universal Prekindergarten Planning Grant – Total Allocation - \$116,266

Expenditure Data Collection Survey in the next couple of weeks (mid-November)

Planning or focus areas of expenditure would include:

1. Staffing (current TK teacher & dedicated TK Aide)
2. Resources/ Materials
3. Planning Stipends (research & source curriculum expectations)
4. Retention Stipends
5. Educational Attainment Stipends





Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies

Released – December 17, 2021

Universal Prekindergarten Planning and Implementation Grant Program – Planning Template	1
Universal Prekindergarten in California	3
The California Universal Prekindergarten Planning and Implementation Grant Program - Overview	3
Planning Template Purpose	5
Accompanying Guidance	7
Directions, Timeline, and Suggested Planning Process	8
Key Considerations	9
Transitional Kindergarten Implementation Timeline	9
Supporting a Preschool through Third Grade Continuum	10
Full-Day, Extended Learning and Care	11
Creating Joint or Aligned Plans	11
UPK Planning Template	12
Self-Certification	12
Projected Enrollment and Needs Assessment	13
Recommended Planning Questions	13
Required Questions	16
Focus Area A: Vision and Coherence	17
Recommended Planning Questions	17
Required Questions	18
Focus Area B: Community Engagement and Partnerships	21
Recommended Planning Questions	21
Required Questions	21
Focus Area C: Workforce Recruitment and Professional Learning	24
Recommended Planning Questions	24

Universal Prekindergarten Planning and Implementation Grant Program - Planning
Template

Required Questions	26
Focus Area D: Curriculum, Instruction, and Assessment	31
Recommended Planning Questions	31
Required Questions	32
Focus Area E: LEA Facilities, Services, and Operations	35
Recommended Planning Questions	35
Required Questions	35
Technical Assistance Questions	38
Appendix I - Definitions	44
Appendix II - Additional Deeper Planning Questions	46
Focus Area A: Vision and Coherence	46
Focus Area C: Workforce Recruitment and Professional Learning	46
Focus Area D: Curriculum, Instruction, and Assessment	46
Focus Area E: LEA Facilities, Services, and Operations	47

Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

The California Universal Prekindergarten Planning and Implementation Grant Program – Overview

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other

local and community-based partnerships.¹ It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California *Education Code (EC)* Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating,

how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (*EC* Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine

¹ In addition, \$100 million is available to LEAs for workforce development through a separate competitive request for applications (RFA). The \$100 million available for workforce development will not be addressed in this document.

hours of combined instructional time and expanded learning opportunities per instructional day (*EC* Section 46120).

In 2021–22, all LEAs must offer all TK through sixth grade (TK–6) classroom-based, unduplicated pupils an ELO-P and provide access to 50 percent of TK–6 enrolled, classroom-based, unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO-P to all TK–6 classroom-based pupils and provide access to all TK–6 classroom-based pupils upon parent or guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK–6 classroom-based, unduplicated pupils and provide access to 50 percent of TK–6 enrolled classroom-based, unduplicated pupils. LEAs receiving ELO-P funding must meet all TK–6 requirements, which include, but are not limited to, offering a minimum of a nine-hour day for students TK–6 during the school year, providing pupil access, and offering 30 non-school days of programming, such as during summer and intersession periods.

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full-day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

Planning Template Purpose

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of *EC* Section 8281.5.

This template includes recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.²

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.

² See Appendix II for additional planning questions for LEAs that are ready to develop more advanced UPK and preschool through third grade (P–3) plans.

- **Required questions: LEAs will be required to answer the required data questions outlined in this template** in a survey that will be issued by the CDE following the June 30, 2022, deadline for LEAs to present their plans to their governing boards.³

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.

The questions required for submission to the CDE should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
 - a. Vision and Coherence
 - b. Community Engagement and Partnerships
 - c. Workforce Recruitment and Professional Learning
 - d. Curriculum, Instruction, and Assessment
 - e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

³ The required questions referred to in this template are being provided to LEAs in advance of the survey to assist in the planning and Implementation process.

Accompanying Guidance

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
 - a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
 - b. Funding sources that can be utilized for facilities;
 - c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

Directions, Timeline, and Suggested Planning Process

LEAs are encouraged to use this template to fulfill the *EC* Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.⁴

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.⁵

⁴ The CDE may collect additional data related to UPK implementation in future years as well.

⁵ LEAs can obtain a list of licensed ELC providers operating within the LEA's enrollment zip codes by contacting their county R&R. LEAs can also collaborate with APPs in their county to share information about the engagement activities with ELC providers in the county. See the CDE Guidance Document to learn more about R&Rs and APPs and how to find the R&R(s) and APP(s) in your county. In addition, as local partnerships, LEAs should and can work with local Head Start grantees to discuss the Head Start needs assessment allowing for better coordination and collaboration.

5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.⁶
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by **June 30, 2022**.
9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

Key Considerations

Transitional Kindergarten Implementation Timeline

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (*EC* 48000[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

⁶ The purpose of this engagement process is to ensure that diverse community voices and interests are uplifted and used to inform the development of a UPK Plan that meets families' and communities' needs. The LEA should develop a process that allows for authentic, inclusive, and meaningful input.

Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion, turn five between December 3 and the end of the school year	Turn five between September 2 and February 2; at district discretion, turn five between February 3 and the end of the school year	Turn five between September 2 and April 2; at district discretion, turn five between April 3 and the end of the school year	Turn five between September 2 and June 2; at district discretion, turn five between June 3 and the end of the school year	Turn four by September 1
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

* average class size across the school site

** Subject to future legislative appropriation

Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children’s opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California’s early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA’s plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families’ needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA’s UPK Plan.

As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based child care) in order to gather information from impacted communities to inform the development of this plan.

Full-Day, Extended Learning and Care

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before kindergarten; however LEAs must articulate how they plan to offer full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure that every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community's needs.

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (*EC Section 46120*). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

Creating Joint or Aligned Plans

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

UPK Planning Template

Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Orange County Educational Arts Academic (OCEAA)	Dr. Pedro Llorente	pllorente@oceaa.org	714-619-2964

1. Please complete the following table:

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]
 - a. Yes
 - b. No**

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan? [open response]

Projected Enrollment and Needs Assessment

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26.⁷ Complete the following tables.⁸

Table: Projected Student Enrollment

⁷ If the administration of kindergarten will be impacted by the implementation of UPK, (for example, through the use of combination classes), add additional rows to the table and develop estimates for the number of kindergarten students, classrooms, teachers, and teacher's assistants will be needed, in addition to those estimates that are required for reporting to CDE.

⁸ See the implementation schedule above for changes in teacher/adult ratios over the implementation period.

Universal Prekindergarten Planning and Implementation Grant Program - Planning Template

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive) ⁴	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]
CSPP (if applicable)	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]

Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]
CSPP Classrooms	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]
Head Start or Other Early Learning and Care Classrooms	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]

Table: Staffing Estimates (Cumulative)

Universal Prekindergarten Planning and Implementation Grant Program - Planning Template

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]
TK Teacher’s Assistants	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]
CSPP (if applicable)	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]
Other CSPP Classroom Staff (if applicable)	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]
Early Education District-level staffing (if applicable)	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]

- As part of the ELO-P requirements, *EC* Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

Table: Projected Number of TK Students Utilizing Extended Learning and Care

2019–20	Current	2022–23	2023–24	2024–25	2025–26
[Enter projected number of TK students that will utilize extended learning and care number here]	[Enter projected number of TK students that will utilize extended learning and care number here]	[Enter projected number of TK students that will utilize extended learning and care number here]	[Enter projected number of TK students that will utilize extended learning and care number here]	[Enter projected number of TK students that will utilize extended learning and care number here]	[Enter projected number of TK students that will utilize extended learning and care number here]

Table: Projected Number of Slots Available for TK Students

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]
Head Start	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]
ASES Program/ELO-P	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

There are no required questions in this section.

Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What is the LEA's vision for UPK? [open response]
2. In addition to TK, what service delivery models will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in? In developing this component of the plan, LEAs should include partners such as CSPP, Head Start, and other early learning and care providers to ensure local services and funding are maximized and coordinated in response to parental needs and choice. [open response]
3. Describe the planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P as well as non-LEA-administered early learning and care programs that will support the extended learning components of UPK. [open response]
4. Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK (for example, academic or educational services, early childhood, facilities, human resources and labor, special education, English learner or multilingual programs, partnerships, including early learning and care and ELO-P, assessment and data collection, professional learning, workforce recruitment and preparation support, or others). [open response]
5. Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level. [open response]

6. Describe how the LEA's proposed UPK model will be integrated with the district's LCAP. [open response]
7. Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process. [open response]
8. Describe how the LEA plans to support sites in building connections between them and ELO-P, as well as early learning and care partners. [open response]

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]
 - a. TK offered at all sites
 - b. TK offered at some sites
 - c. TK stand-alone classes
 - d. TK and kindergarten combination classes
 - e. CSPP and TK combination classes (CSPP funding and ADA funding)
 - f. Locally-funded preschool and TK combination classes
 - g. CSPP stand-alone classes
 - h. Head Start stand-alone classes
 - i. Other [describe, open response]
2. Does the LEA plan to implement full-day TK, part-day TK, or both?⁹ [select one]

⁹ The minimum length of instructional time that must be offered to constitute a school day is 180 minutes (*EC* sections 46117 and 46201). By statute, the maximum school day in kindergarten is four hours ("part day") (*EC* Section 46111). However, *EC* Section 8973 allows schools that have adopted an early primary program (extended-day kindergarten or "full day") to exceed four hours. Furthermore, *EC* Section 48000 states that a TK shall not be construed as a new program or higher-level service. In general, the number of required instructional minutes for TK is 36,000 minutes per year.

- a. Full Day TK
 - b. Part Day TK
 - c. Both
3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.
- OCEAA is a two-way (90/10) dual language TK-8 public academic based program. Students are exposed to the arts, music, dance and have access to recess, the free universal meals program and spots in the After-School program for expanded learning opportunities.
4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]
- a. Yes - the LEA applied to expand its existing CSPP contract in 2022–23
 - b. Yes - the LEA applied for a new CSPP contract in 2022–23
 - c. Yes - the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)
 - d. Yes - the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature)
 - e. No - the LEA has no plans to begin or expand a CSPP contract in future years
 - f. No - the LEA plans to relinquish or reduce CSPP services in future years
5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]
- a. Three-year-old children
 - b. Four-year-old children who will not be enrolled in TK in the current school year
 - c. Four-year-old children who will be enrolled in early admittance TK on their fifth birthday but who are not yet enrolled because their birthday does not fall in the range for which LEAs are fully funded to support TK. (Note: children whose birthdays fall outside of this range can be served in TK at LEA option from the beginning of the school year, but LEAs only generate ADA after the child's fifth birthday.)

Universal Prekindergarten Planning and Implementation Grant Program - Planning
Template

- d. Four-year-old children who are enrolled in TK, including early admittance TK (CSPP would provide extended learning and care in addition to the TK instructional day).

6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?

- a. 2022–23 (Birthdays February 3 or after) [select one]

- i. Yes

- ii. No

- iii. Maybe

- b. 2023–24 (Birthdays April 3 or after) [select one]

- i. Yes

- ii. No

- iii. Maybe

- c. 2024–25 (Birthdays June 3 or after) [select one]

- i. Yes

- ii. No

- iii. Maybe

Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions below.

1. How does the LEA's UPK Plan prioritize parental needs and choices? [open response]
2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan? [open response]
3. What actions does the LEA plan to take to partner with local R&Rs; LPCs; and existing early education, child care, and expanded learning providers within the LEA's attendance boundary to support parents to access services across LEA-administered and non-LEA-administered programs for extended learning and care and other supports? [open response]
4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)? [open response]
5. Develop sample program schedules that describe how the requirements of the ELO-P will be met for UPK, including the use of ELO-P funds or other fund sources; how they will be combined with the instructional day to offer a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports); and how they will offer a minimum nine-hour summer or intersession day. [open response]

Required Questions

CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]
 - a. Parent Teacher Association Meetings
 - b. Family or parent surveys

- c. English Learner Advisory Committee (ELAC)
 - d. District English Learner Advisory Committee (DELAC)
 - e. Special Education Local Plan Area (SELPA)
 - f. School Site Council
 - g. District Advisory Committee
 - h. LCAP educational partners input sessions
 - i. Tribal Community input session
 - j. Co-hosting events with community-based organizations (CBOs)
 - k. Hosting meet and greets with the early learning and care community
 - l. LPC Meetings
 - m. Local Quality Counts California (QCC) consortia meetings
 - n. First 5 County Commission meetings
 - o. Community Advisory Committee (CAC)
 - p. Head Start Policy Council meetings
 - q. Collaboration with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])
 - r. Other [describe, open response]
2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]
- a. Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)
 - b. Expanded learning programs at a CBO site (ASES, 21st CCLC, ELO-P)
 - c. CSPP (on an LEA site)
 - d. CSPP (at a CBO site)

- e. LEA- or locally-funded preschool
- f. Head Start
- g. LEA preschool funded with Title I of the Every Student Succeeds Act funds
- h. Other CBO preschool
- i. State subsidized child care (not including CSPP)
- j. Other [describe, open response]

Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions below.

1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)? [open response]
2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities? [open response]

3. What is the LEA's planned strategy for providing professional learning for educators across the LEA's P–3 continuum? Plans might include the following: [open response]
- a. Who will receive this professional learning?
 - i. By role (lead teachers, assistant teachers, administrators, coaches, and so forth)
 - ii. By grade (TK staff, kindergarten through third grade staff, on-site preschool staff, off-site preschool staff, and so forth)
 - b. What content will professional learning opportunities cover?
 - i. Effective adult-child interactions
 - ii. Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - iii. Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - iv. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - v. Implicit bias and culturally- and linguistically-responsive practice
 - vi. Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
 - vii. Curriculum selection and implementation
 - viii. Creating developmentally-informed environments
 - ix. Administration and use of child assessments to inform instruction
 - x. Support for multilingual learners, including home language development and strategies for a bilingual classroom
 - xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning
 - xii. Engaging culturally- and linguistically-diverse families

- c. How will professional learning be delivered?
 - i. Coaching and mentoring
 - ii. Classroom observations and demonstration lessons with colleagues
 - iii. Workshops with external professional development providers
 - iv. Internally-delivered professional learning workshops and trainings
 - v. Operating an induction program
 - vi. Partnerships with local QCC professional learning in CSPP settings
 - vii. In mixed groupings (for example, TK and CSPP teachers)
4. How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]
 - a. Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential
 - b. Apply for a California Classified School Employee Teacher Credentialing Program grant (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog>) on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers
 - c. Apply for a California Teacher Residency Grant Program (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program>) on your own, as part of a new collaborative, or by

joining an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor's degree who want to become teachers in your LEA

- d. Join an existing intern preparation program to recruit and prepare teachers for your LEA
- e. Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA
- f. Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P–3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities
- g. Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA
- h. Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
- i. Apply for workforce development funding and competitive grant opportunities from the CDE
- j. Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
- k. Provide advising on credential requirements and options for how to meet these requirements
- l. Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]
- m. Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential
- n. Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential
- o. Other [describe, open response]
- p. None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under *EC* Section 48000(g)(4)? [select all that apply]
- a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
 - b. Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units
 - c. Provide information on scholarship and grant opportunities
 - d. Apply for workforce development funding and grant opportunities
 - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
 - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
 - g. Provide advising on requirements and how to meet the requirements
 - h. Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers
 - i. Develop or work with an established mentorship program to support new TK teachers
 - j. Other [describe, open response]
 - k. None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC
3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective **CSPP** teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]
- a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
 - b. Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit

- c. Provide information on scholarship and grant opportunities
 - d. Apply for workforce development funding and grant opportunities
 - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
 - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
 - g. Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements
 - h. Offer unit-bearing coursework at a local district site during times that work for teachers
 - i. Other [describe, open response]
 - j. None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit
4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]
- a. Ages & Stages Questionnaire (ASQ)
 - b. BRIGANCE Early Childhood Screen
 - c. Desired Results Developmental Profile (DRDP)
 - d. Developmental Reading Assessment (DRA)
 - e. LEA-based, grade level benchmarks and a report card
 - f. Teaching Strategies GOLD (TS GOLD)
 - g. Work Sampling System (WSS)
 - h. Other [describe, open response]
 - i. The LEA does not plan to offer professional learning on child observational assessments
5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

- a. Effective adult-child interactions
- b. Children's literacy and language development (aligned with the *Preschool Learning Foundations and Frameworks*)
- c. Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- d. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- e. Implicit bias and culturally- and linguistically-responsive practice
- f. ACEs and trauma- and healing-informed practice
- g. Curriculum selection and implementation
- h. Creating developmentally-informed environments
- i. Administration and use of child assessments to inform instruction
- j. Support for multilingual learners, including home language development and strategies for a bilingual classroom
- k. Serving children with disabilities in inclusive settings, including *Universal Design for Learning*
- l. Engaging culturally- and linguistically-diverse families
- m. Other [describe, open response]
- n. Site leaders and principals will not be offered professional learning on early childhood education

Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the *California Preschool Learning Foundations* (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the *California Preschool Curriculum Frameworks* (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. Describe how the LEA will develop or select a curriculum for UPK classrooms that aligns with the *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks*. [open response]
2. Describe the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity. [open response]
3. What actions does the LEA plan to take to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students?
4. Describe how classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned.
5. What instructional practices does the LEA plan to implement to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, implementing social-emotional strategies such as the Pyramid Model)? [open response]
6. What instructional practices does the LEA plan to implement to support the language and overall development of multilingual learners? [open response]
7. How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition? [open response]

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]

- a. Dual language program with a language allotment¹⁰ of 50/50 [open response for language offered]
- b. Dual language program with a language allotment of 90/10 [open response for language offered]**
- c. Dual language program with a language allotment of 80/20 [open response for language offered]
- d. Dual language program with a language allotment of 70/30 [open response for language offered]
- e. English-only instruction with home-language support
- f. None
- g. Other [describe, open response]

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]

- a. Dual language program with a language allotment¹¹ of 50/50 [open response for language offered]
- b. Dual language program with a language allotment of 90/10 [open response for language offered]
- c. Dual language program with a language allotment of 80/20 [open response for language offered]
- d. Dual language program with a language allotment of 70/30 [open response for language offered]
- e. English-only instruction with home-language support

¹⁰ The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

¹¹ The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

- f. None
 - g. Other [describe, open response]
3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]
- a. Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model
 - b. Implement the CSEFEL Pyramid Model in the classroom
 - c. Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)
 - d. Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings
 - e. Use developmental observations to identify children's emerging skills and support their development through daily interactions
 - f. Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction
 - g. Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills
 - h. Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning
4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]
- a. Implement Universal Design for Learning
 - b. Provide adaptations to instructional materials

- c. Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models
 - d. Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others
 - e. Provide additional staff to support participation in instruction
 - f. Other [open response]
5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]
- a. ASQ
 - b. BRIGANCE Early Childhood Screen
 - c. DRDP
 - d. DRA
 - e. LEA-based grade level benchmarks and a report card
 - f. TS GOLD
 - g. WSS
 - h. Other [describe, open response]
 - i. The LEA does not plan to use a common TK assessment
 - j. Unsure

Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

Recommended Planning Questions

The CDE recommends districts prioritize these questions as part of their UPK Plan in addition to required questions.

1. What strategies does the LEA plan to employ to integrate younger children and older children on the same campus and ensure safety and appropriate commingling? [open response]
2. Describe how the LEA plans to address transportation issues resulting from UPK implementation. [open response]
3. What strategies does the LEA intend to implement to ensure TK students have access to meals and adequate time to eat (for example, adding additional meal services and time in the cafeteria, offering breakfast after the bell [students pick up a breakfast and bring it to the classroom])? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service) [open response]

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs? [open response]

2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]

a. Yes

b. No

i. If no, how many more classrooms does the LEA need? [identify number, open response]

ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

3. Does the space meet the kindergarten standards described in *California Code of Regulations*, Title 5, Section 14030(h)(2)? [multiple choice]

a. Yes

b. No

i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]

4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]

a. Yes

b. No

i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]

a. Yes

b. No

Universal Prekindergarten Planning and Implementation Grant Program - Planning
Template

- i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming?
[describe, open response]

6. In which of the following areas does the LEA intend to make updates to facilities?
[select all that apply]

- a. Turfed area
- b. Paved area
- c. Apparatus area
- d. Land required for buildings and grounds
- e. Total square feet required
- f. None of the above

7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]

- a. Transportation to and from the TK program
- b. Transportation from the TK program to an extended learning and care opportunity on another LEA site
- c. Transportation from the TK program to an extended learning and care opportunity on a non-LEA site (for example, a CBO that operates a preschool program)
- d. No transportation will be provided

8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK? No.

Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]
 - a. Support for parent surveys to gauge interest in service delivery models
 - b. Data analysis capacity building to support staff to refine enrollment projections based on community context
 - c. Information on program eligibility requirements to project enrollment across programs
2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]
 - a. Adjusting classroom practices to support the district's UPK model (for example, mixed-age classrooms)
 - b. Creating inclusive classrooms, including implementing Universal Design for Learning
 - c. Templates or framework for drafting a P–3 vision that partners and parents support
 - d. Models for administrative structures that support effective UPK programs and facilitate connections with the ELO-P and non-LEA-administered early learning and care programs
 - e. Support for developing and applying to administer a CSPP contract
 - f. Technical assistance on how to integrate UPK and P–3 in the district LCAP

- g. Guidance on best practices for smooth transitions through the P–3 continuum
 - h. Considerations for TK early admittance
3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]
- a. Support for parent surveys and engagement activities to understand parent needs and support authentic choice
 - b. Support for community engagement activities including best practices for coordination with LPCs, Local QCC Consortia, First 5 County Commissions, Head Start Policy Councils and other early learning and care leadership tables
 - c. Guidance on best practices for enrolling more children with disabilities in UPK classrooms and providing services in inclusive settings
 - d. Strategies for meeting the ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally-informed environments for young children
 - e. Increasing UPK enrollment and parent awareness of programs
4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]
- a. Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers)
 - b. Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO-administered programs
 - c. Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs
 - d. Identifying the content, type, and frequency of professional learning opportunities given the needs of the community and the LEA's P–3 vision

- e. Creating professional learning opportunities to provide site leaders with more early childhood knowledge
 - f. Building partnerships with IHEs or COEs to support professional learning opportunities and degree attainment
 - g. Support for communications to recruit prospective educators and share grant and scholarship opportunities to support degree attainment
5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]
- a. Effective adult-child interactions
 - b. Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - c. Children's math and science development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - d. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - e. Implicit bias and culturally- and linguistically-responsive practice
 - f. Trauma- and healing-informed practice
 - g. Curriculum selection and implementation
 - h. Creating developmentally-informed environments
 - i. Administration and use of child assessments to inform instruction
 - j. Support for multilingual learners, including home language development and strategies for a bilingual classroom
 - k. Serving children with disabilities in inclusive settings, including Universal Design for Learning
 - l. Engaging culturally- and linguistically-diverse families
6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]

- a. Coaching and mentoring
 - b. Classroom observations and demonstration lessons with colleagues
 - c. Workshops with external professional development providers
 - d. Internally-delivered professional learning workshops and trainings
 - e. Operating an induction program
7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]
- a. Guidance on how to adopt the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks* into a specific UPK setting (for example, mixed-age classrooms)
 - b. Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades
 - c. Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings
 - d. Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students
 - e. Guidance on instructional practices to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, and implementing social-emotional strategies such as the Pyramid Model) and partnerships with early learning and care providers to support services for children with disabilities
 - f. Specific instructional strategies to support specific skills including, but not limited to, children’s social-emotional development and home language development
 - g. Guidance on appropriate assessment selection and utilization
 - h. Guidance on creating dual language immersion or bilingual programs
8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]

- a. Using manipulatives to develop fine motor skills
 - b. Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities
 - c. Facilitating the development of critical thinking skills through the inquiry process (for example, the scientific method) to enhance children’s learning experiences
 - d. Using differentiated groups that include individual, small, and large group experiences
 - e. Considering the structure of the daily routine to enhance individual and group learning experiences
 - f. Encouraging purposeful play, choice, social interactions, and collaboration
 - g. Creating time and space for children to develop gross motor skills inside the classroom and in the outdoor environment
 - h. Using child development knowledge to guide instructional approaches
 - i. Providing language- and literacy-rich environments
 - j. Intentional planning of developmentally-informed practices and curriculum to meet the individual needs of children in combination classrooms
 - k. Facilitating development and exploration through art
 - l. Incorporating inclusive practices
 - m. Supporting students’ home language and English language development
 - n. Incorporating materials and manipulatives that are culturally representative of the children served to support dramatic play that inspires engagement, communication, and understanding of diversity
 - o. Universal Design for Learning
 - p. Integrated English language development
9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]
- a. Guidance on how to modify an elementary school classroom to serve young children

Universal Prekindergarten Planning and Implementation Grant Program - Planning
Template

- b. Strategies to address transportation issues related to UPK access and enrollment
- c. Guidance to support strategies that ensure TK students have access to meals and adequate time to eat
- d. Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings
- e. Best practices for preventing displacement of early learning education programs operated by non-LEA administrators on LEA campuses and transitioning programs to serve younger children

Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA's own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (*EC* Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California's public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community

partners, and complement, but do not replicate, learning activities in the regular school day and school year.

- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

Appendix II - Additional Deeper Planning Questions

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA's development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA's should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA's application for its CSPP contract) what updates would the LEA like to make to the LEA's program narrative to reflect implementation of TK? [open response]
2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA? [open response]
3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels? [open response]
4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)? [open response]
5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment? [open response]

Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs? [open response]
2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy? [open response]

Focus Area D: Curriculum, Instruction, and Assessment

8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the *California*

Preschool Curriculum Frameworks, California Common Core State Standards, and the Curriculum Frameworks. [open response]

9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.) [open response]
10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students? [open response]

Focus Area E: LEA Facilities, Services, and Operations

4. Describe what changes the LEA intends to make to the LEA's Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families. [open response]
5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments. [open response]
6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade. [open response]



Arts, Music, and Instructional Materials Discretionary Block Grant Presentation 11/8/ 2022

Arts, Music, and Instructional Materials Discretionary Block Grant: \$338,780

- CDE has apportioned funds proportionally to county offices of education, school districts, charter schools, and the state special schools on the basis of an equal amount **per unit of average daily attendance** for kindergarten and grades 1 to 12, inclusive.
- Funding appropriated pursuant to this section shall be available for encumbrance through the **2025–26 fiscal year**. LEA's are **encouraged, but not required**, to proportionally use resources received pursuant to this section for the purposes noted in paragraphs (1) to (5), inclusive, of subdivision (a) and to **support arts and music education programs**.
- Such as standards-aligned instructional materials includes, but is not limited to, books for school and classroom libraries.
- The governing board or body of each school district, county office of education, or charter school receiving funds pursuant to this section **shall discuss and approve a plan for the expenditure of funds** received pursuant to this section at a regularly scheduled public meeting. It is the intent of the Legislature that each school district, county office of education, or charter school expend any resources received pursuant to this section consistent with their governing board or body approved plan. [There is no template but one was created locally.](#)



Arts, Music, and Instructional Materials Discretionary Block: Possible Expenditures

(1) Obtain standards-aligned professional development and acquire instructional materials, in the following subject areas:

- (A) Visual and performing arts.
- (B) World languages.
- (C) Mathematics.
- (D) Science, including environmental literacy.
- (E) English language arts, including early literacy.
- (F) Ethnic studies.
- (G) Financial literacy, including the content specified in Section 51284.5 of the Education Code.
- (H) Media literacy.
- (I) Computer science.
- (j) History-social science.

(2) Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on de-escalation and restorative justice strategies, asset-based pedagogies, anti-bias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.



Arts, Music, and Instructional Materials Discretionary Block: Possible Expenditures

(3) Develop diverse book collections and obtain culturally relevant texts, including leveled texts, in both English and pupils' home languages, to support pupils' independent reading. It is the intent of the Legislature that these book collections and culturally relevant texts be used to provide support for pupils through the establishment of site-based school and classroom libraries that are culturally relevant to pupils' home and community experiences and be available in English, pupils' home language, or a combination of more than one language.

(4) Operational costs, including but not limited, to retirement and health care cost increases.

(5) As related to the COVID-19 pandemic, acquire personal protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction.



Arts, Music, and Instructional Materials Discretionary Block Grant: Initial Vision

Total Allocation - \$338,780

Next step is to use the Expenditure Data Collection table for Board approval and future updates as needed, current vision:

1. Retain Staffing from ESSER Funds: Partnerships and Performance Coordinator
2. Arts Curriculum: Under Research Currently
3. School Climate Initiatives: Support staff community building requests to support our students onsite experience
4. And Miscellaneous Operational costs





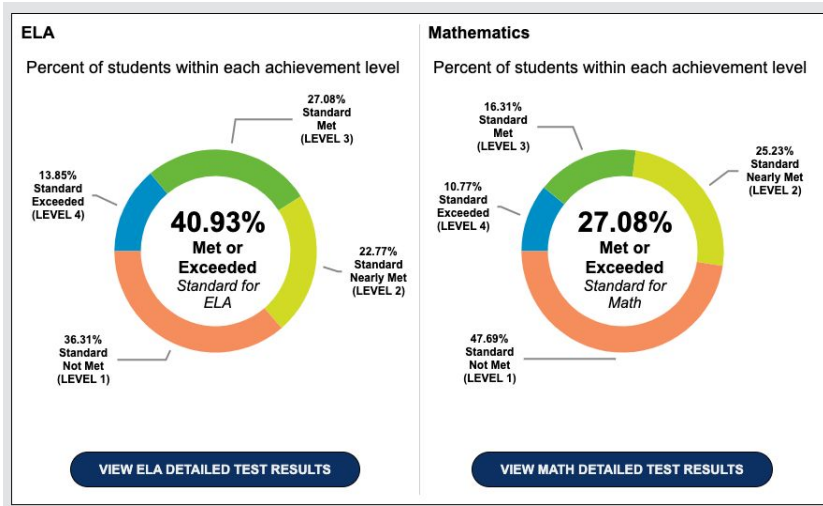


"I Painted"
MY OWN
Reality

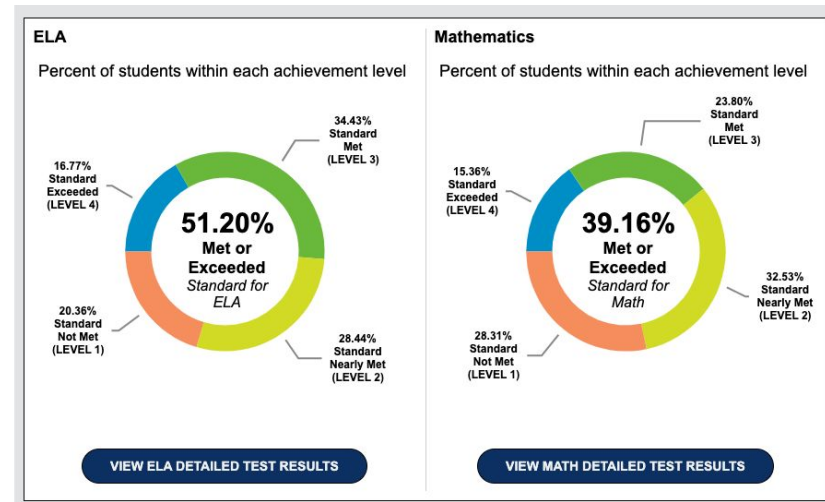
Frida Kahlo



CAASPP Data 2021-22 Update 2022-23



2021-22 - OCEAA



2018-19 - OCEAA (pre-pandemic)

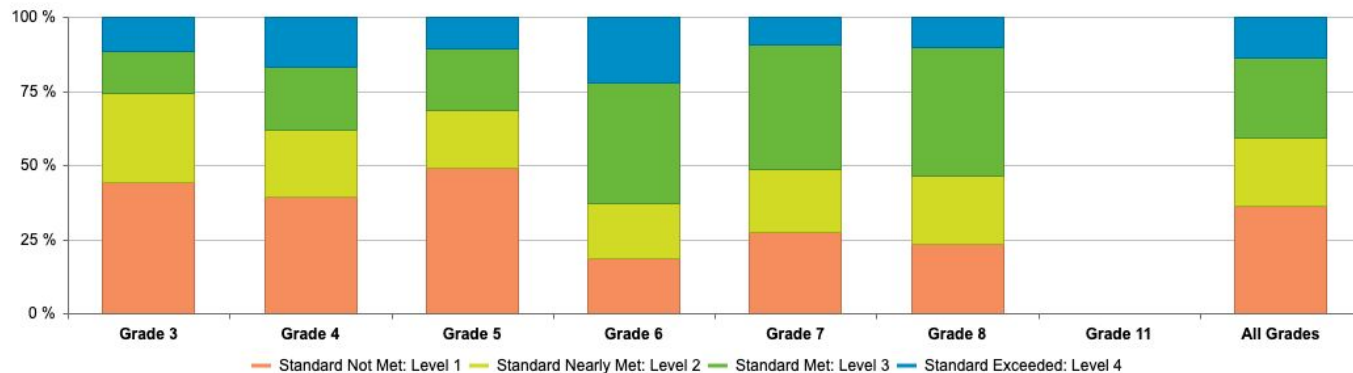


2021–22 Detailed Test Results Results for All Students

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail - All Students (accessible data)

Achievement Level Distribution



In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

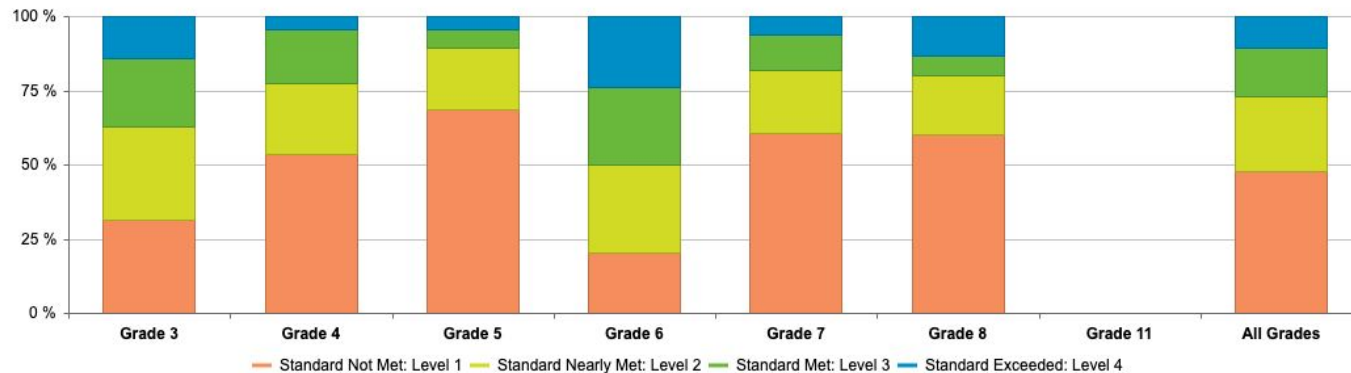


2021–22 Detailed Test Results Results for All Students

MATHEMATICS

▼ Data Detail - All Students (accessible data)

Achievement Level Distribution




In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

[Mathematics Achievement Level Descriptors](#)


[Mathematics Scale Score Ranges](#)




CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

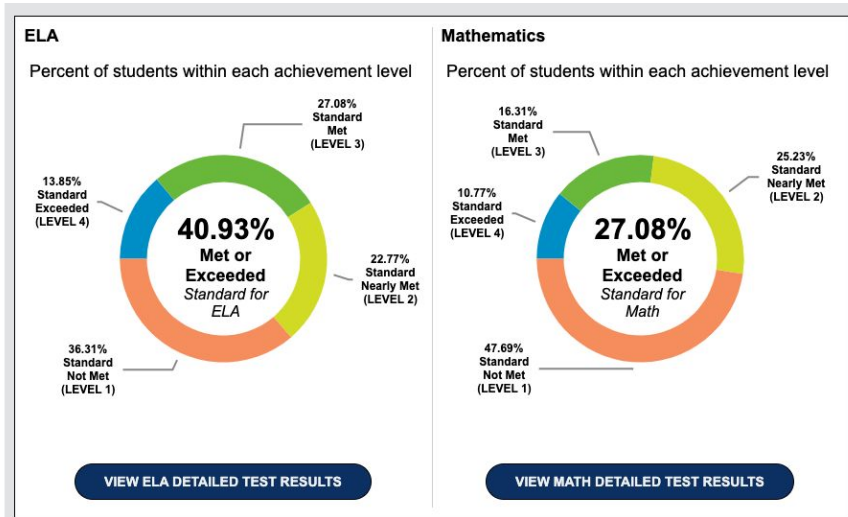
 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ¹	17.14 %	5.63 %	1.49 %	33.33 %	3.03 %	10.00 %	N/A	12.00 %
Near Standard ¹	52.86 %	45.07 %	31.34 %	46.30 %	45.45 %	43.33 %	N/A	44.00 %
Below Standard ¹	30.00 %	49.30 %	67.16 %	20.37 %	51.52 %	46.67 %	N/A	44.00 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

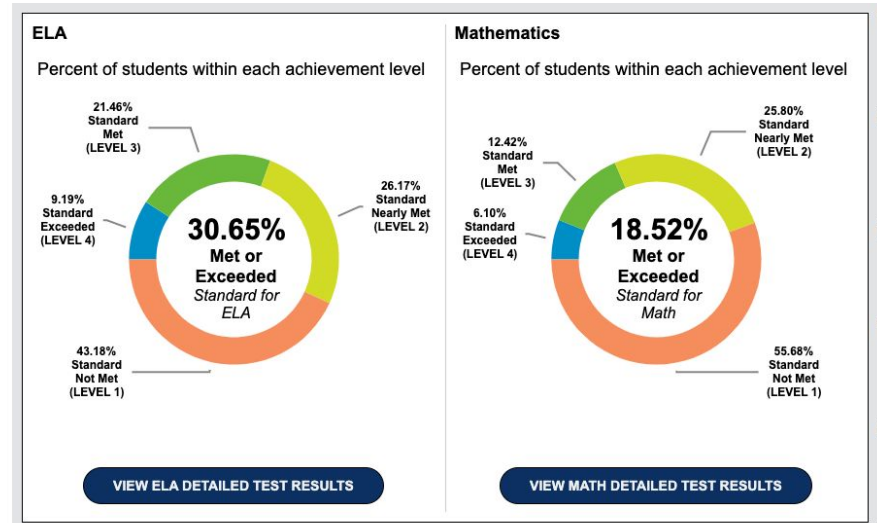
 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ¹	24.29 %	4.23 %	4.48 %	12.96 %	9.09 %	10.00 %	N/A	11.08 %
Near Standard ¹	42.86 %	46.48 %	38.81 %	70.37 %	39.39 %	53.33 %	N/A	48.00 %
Below Standard ¹	32.86 %	49.30 %	56.72 %	16.67 %	51.52 %	36.67 %	N/A	40.92 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ¹	21.43 %	9.86 %	2.99 %	12.96 %	9.09 %	10.00 %	N/A	11.38 %
Near Standard ¹	57.14 %	50.70 %	47.76 %	70.37 %	51.52 %	53.33 %	N/A	55.08 %
Below Standard ¹	21.43 %	39.44 %	49.25 %	16.67 %	39.39 %	36.67 %	N/A	33.54 %

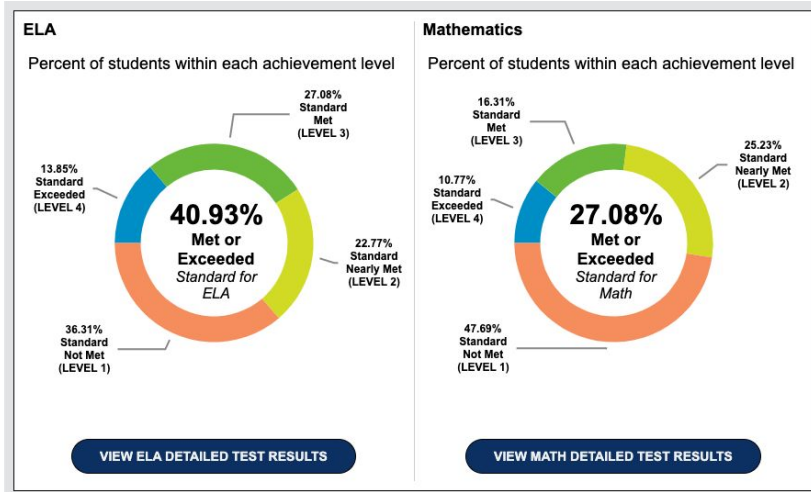


2021-22 - OCEAA

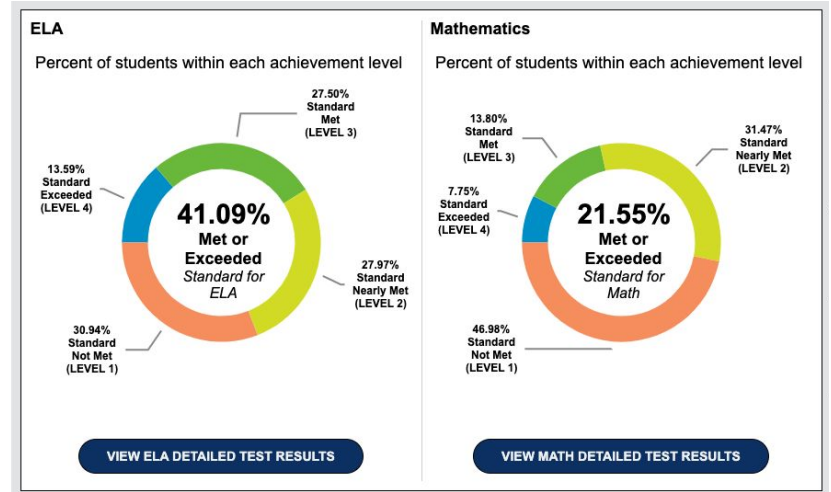


2021-22 - SAUSD



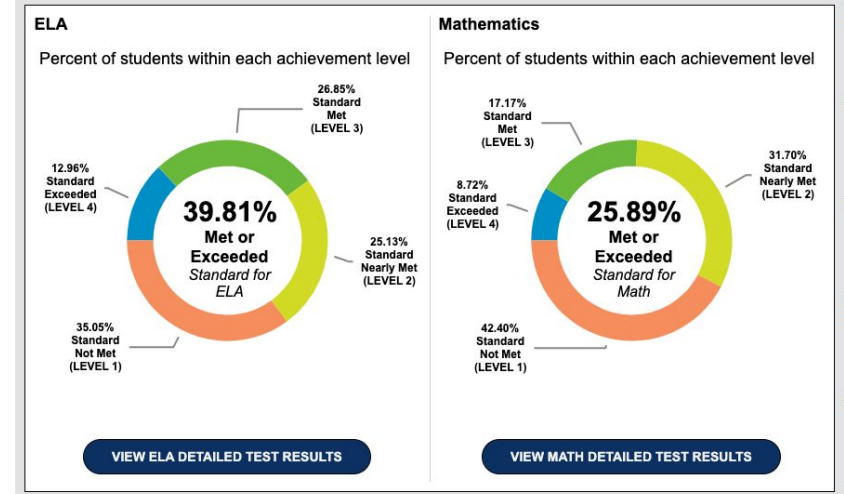
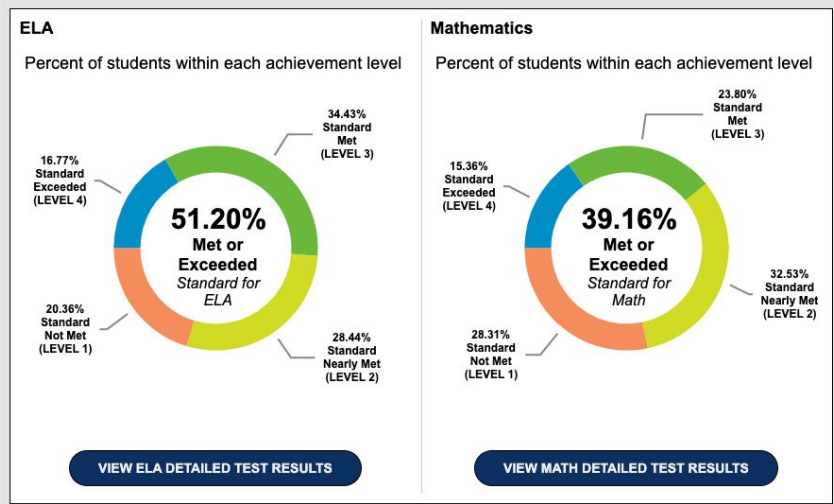


2021-22 - OCEAA



2021-22 - Santiago, SAUSD

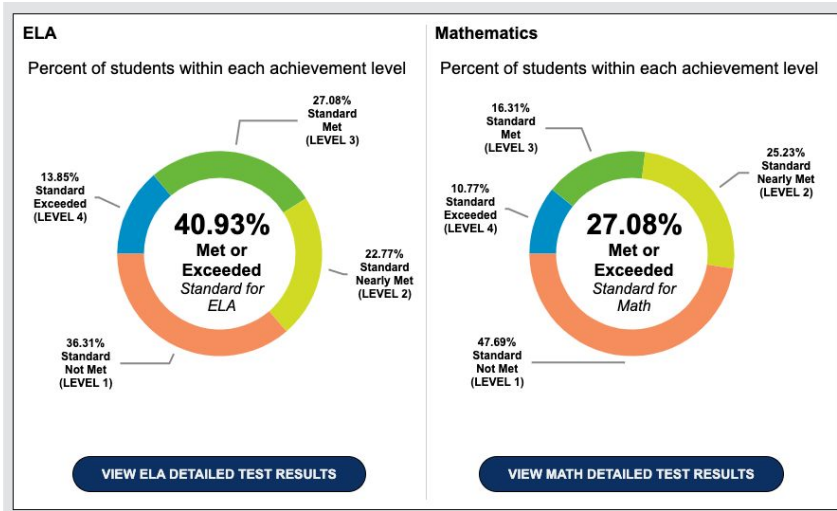




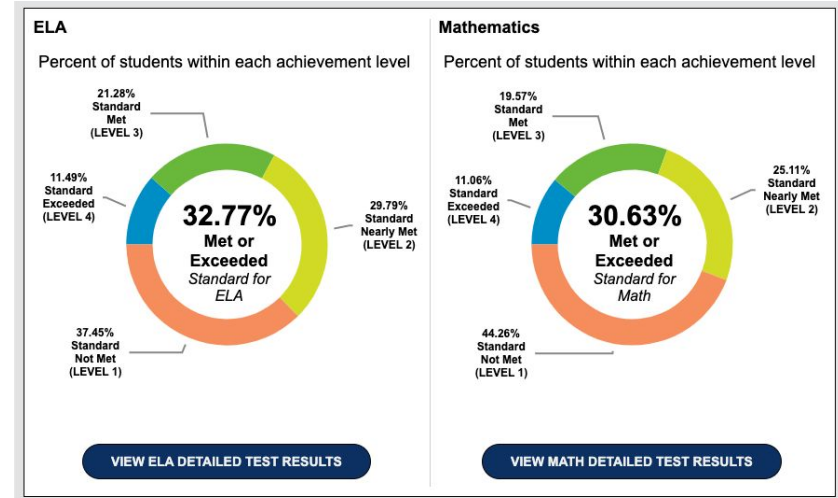
2018-19 - OCEAA

2018-19 - Santiago, SAUSD

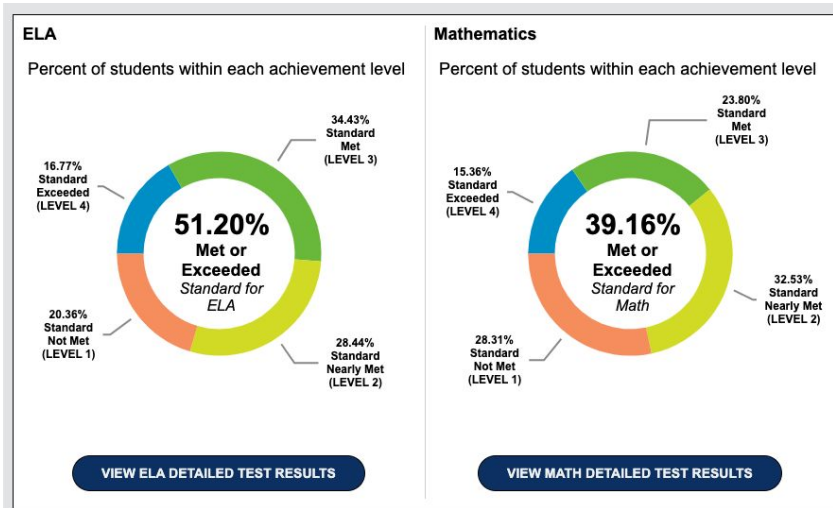




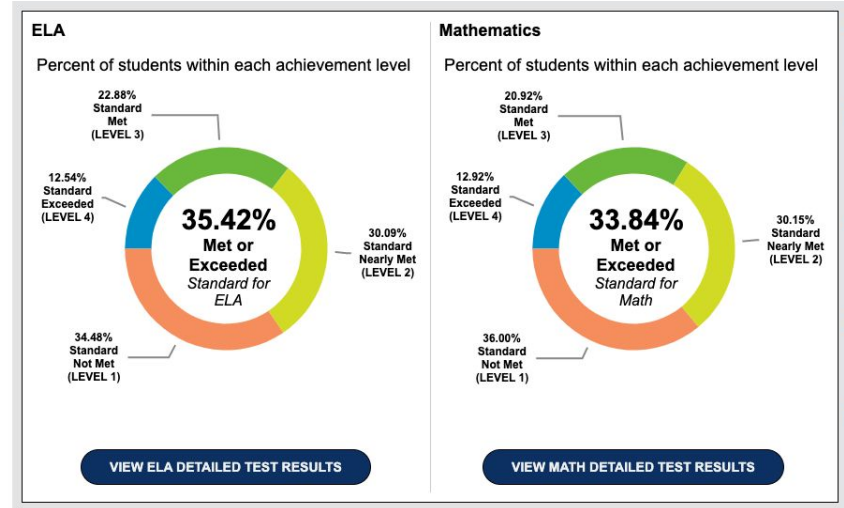
2021-22 - OCEAA



2021-22 - Martin, SAUSD



2018-19 - OCEAA



2018-19 - Martin, SAUSD



What are we doing to address the learning loss?

1. Training in Eureka Math, Eureka Math²
2. Maintained WIN / Aprendizaje personalizado time
3. Pull-out / Push-in during English to support
4. Additional literacy intervention paraeducator
5. Part-time biliterate paraeducator for MS English and Spanish classes
6. After school intervention





Proposed Changes to OCEAA Family Handbook 2022-23
November 9, 202

Events/ Fundraisers re: Common Use Space

Page 67 : (Addition)

<https://oceaa.org/wp-content/uploads/2022/07/2022-23-Family-Handbook-English.pdf>

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.

Page 9:

https://oceaa.org/wp-content/uploads/2022/01/Wellness-Policy_ENG.-1.pdf

Would add the same language to this handbook.

Custody Items:

Page 36 : Family Handbook

Any student who has a restraining order or legal prohibitions of who can pick up the student ~~on certain days 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 the start of each school year or when issued.

School Director Board Update

November 9, 2022

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:

- October PD focused on implementation of curriculum with fidelity
 - Training on progress report expectations.
 - Teachers shared expertise with their peers in choice stations.
 - PLC groups (K-3rd Math, 4th-8th Math, TK-8th High Quality Work) developed smart goals
 - Training on EL Education's concept of High-Quality Work and how to foster student peer feedback to support its production
 - Committee updates (Operations, Special Ed, MTSS, CoST, etc)
 - Planning time
 - Parent-teacher conferences for TK and K have happened.
 - For higher grades, SLCs are scheduled for the first two weeks of December.

❖ MTSS:

- The ALT has signed up for a PD about MTSS in 2023 (three sections).
- Got an answer from the Orange County Department of Education. Connecting for a day to have a facilitator for FIA.
- After-school tiered intervention supports.

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

- Literacy and Math (presented by Doraima with CAASPP results)

➤ Assessments

- Present CAASPP results (Doraima)

❖ EL Coordinator Report:

- ❖ Ellevation platform training for D. Gómez, E. Bausman, P. Llorente and M. Bennett Gee began this morning
- ❖ Reclassifications review has begun based on 2022 Summative ELPAC scores and Trimester 3 (2021-2022) course grades

- 1 student qualified and 4 more are one criteria away from qualifying
- Review will be repeated with Trimester 1 (2022-2023) course grades
- ❖ Reclassification criteria will be presented to the Board for review at the next meeting, December 14, 2022

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

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

- Monica Bennett Gee facilitated a professional development workshop on “What Does High-Quality Work Look Like?” for all faculty on 10.21.22
- Monica Bennett Gee facilitated a professional development workshop on “How Can we Foster Kind, Specific and Helpful Feedback between Student Peers?” for all faculty on 11.04.22
- High-Quality Work PLC group is collecting data on our students’ ability to “reflect meaningfully on their progress on a class-specific academic task using the OCEAA reflection sheet with guidance from the rubric for reflection in service of developing a growth mindset and agency in their learning.”
- TK-7th grades have developed the 4 major components of their Case Studies for the school year (Topic, Targets, Text, Task) and many have begun to plan:
 - Models of the culminating product
 - Fieldwork/experts to support learning of the topic
 - Week-by-week or day-by-day Learning Targets
- 6th and 3rd grade Case Studies have already begun and 2nd and 5th grade Case Studies will begin in approximately the next 2 weeks.

LCAP Goal 4: *All OCEAA students develop strong character and crew spirit to become effective learners, ethical people and culturally competent leaders who contribute to a better world.*

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

- Crew Theory of Action will lead OCEAA’s school character and culture work for the school year
 - TK - 8 crew scope and sequence lessons begin with goal setting
 - Jocelyn Vargas working with Sarah Purdy to create Crew Case Studies to be implemented in T3 in all grade levels
- Restorative Circles - 6 in T1
- Behavior SST - 2 in T1, 1 in progress
- Teacher Support for Behavior Concerns: 5 teachers in T1
- Training Opportunities
 - Monthly training for playground staff on how to redirect student behavior
 - Crew training for KEDS staff on 10/28/22
- Panorama Survey launched October 3rd and to close October 14th
 - Students identified for Tier 2 and Tier 3 interventions by Jocelyn Vargas and Ivan Luna

- Habits of Character Recognitions: scheduled for November 17th/18th
- Student Leadership Team
 - Students will help lead their first assembly 11/17 and 11/18
 - Students preparing to support with Winterfest and Literacy Night

LCAP Goal 5: OCEAA staff engage families in the life of the school, developing strong partnerships that support the well being of students and prepare them for entering a college preparatory high school program.

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

- Program offerings -
 - Museum of Tolerance Field Work for Middle School Crew
 - Coordinated by Iván Luna, counselor and Jocelyn Vargas
 - Visit to happen after winter break - date pending
 - Literacy Night
 - Coordinated by Dustin Alexander and Jocelyn Vargas - 12/01/22
 - Book vendors
 - Launch of OCEAA Literacy Challenge
 - Literacy stations
 - Santa Ana Library robots
 - Food sales - funds for library renovation/books

❖ **EL Coordinator Report:**

- ELAC Meeting on [November 10, 2022](#) covered:
 - How to Make Written Recommendations to the School Coordinating Council presented by Monica Bennett Gee
 - Uniform Complaint Procedure presented by Mike Limón
- Next ELAC Meeting on December 6, 2022

❖ **Counseling Corner**

- Staff Student Referrals: Around 20 teacher referrals.
- Student Self Referrals/Walk -ins: More than 200 visits.
- CA Healthy Youth Act (Sexual Health Education) Instruction 4 meetings

Attendance

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

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

August/September/ October attendance rate is 89.44%



Financials through Sep 30, 2022

Monthly Financial Board Report

Prepared for: Orange County Educational Arts Academy

Prepared by School's CSMC SBM - Scott Warner



Financial Summary

Actual to Budget:

This report is as of Sep 30, 2022, compared against our board-approved budget on October 7, 2022, based on 612 students enrolled and 550.80 ADA.

YTD Revenues Through **Sep 30, 2022**, are **\$1,685,710** .

YTD Expenses Through **Sep 30, 2022**, are **\$2,485,628**.

Therefore, net income is **(\$799,919)**.

Balance Sheet:

As of Sep 30, 2022, we had total cash of \$2,557,782, short-term liabilities of \$1,902,619, and long-term liabilities of \$383,903. The ending fund balance is \$1,500,369.

Understanding the Financial Health of the Organization

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

Cash Ratio

Ability to meet short-term obligations with cash



Current:	Target:
134.4 %	> 100.0 %

Formula:
(Cash) / (Current Liabilities)

Defensive Interval

Months of continued operation without incoming funds



Current:	Target:
3.4	> 3 months

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

Current Ratio (Liquidity)

Ability to pay short-term obligations




Current:	Target:
1.6	> 1.0

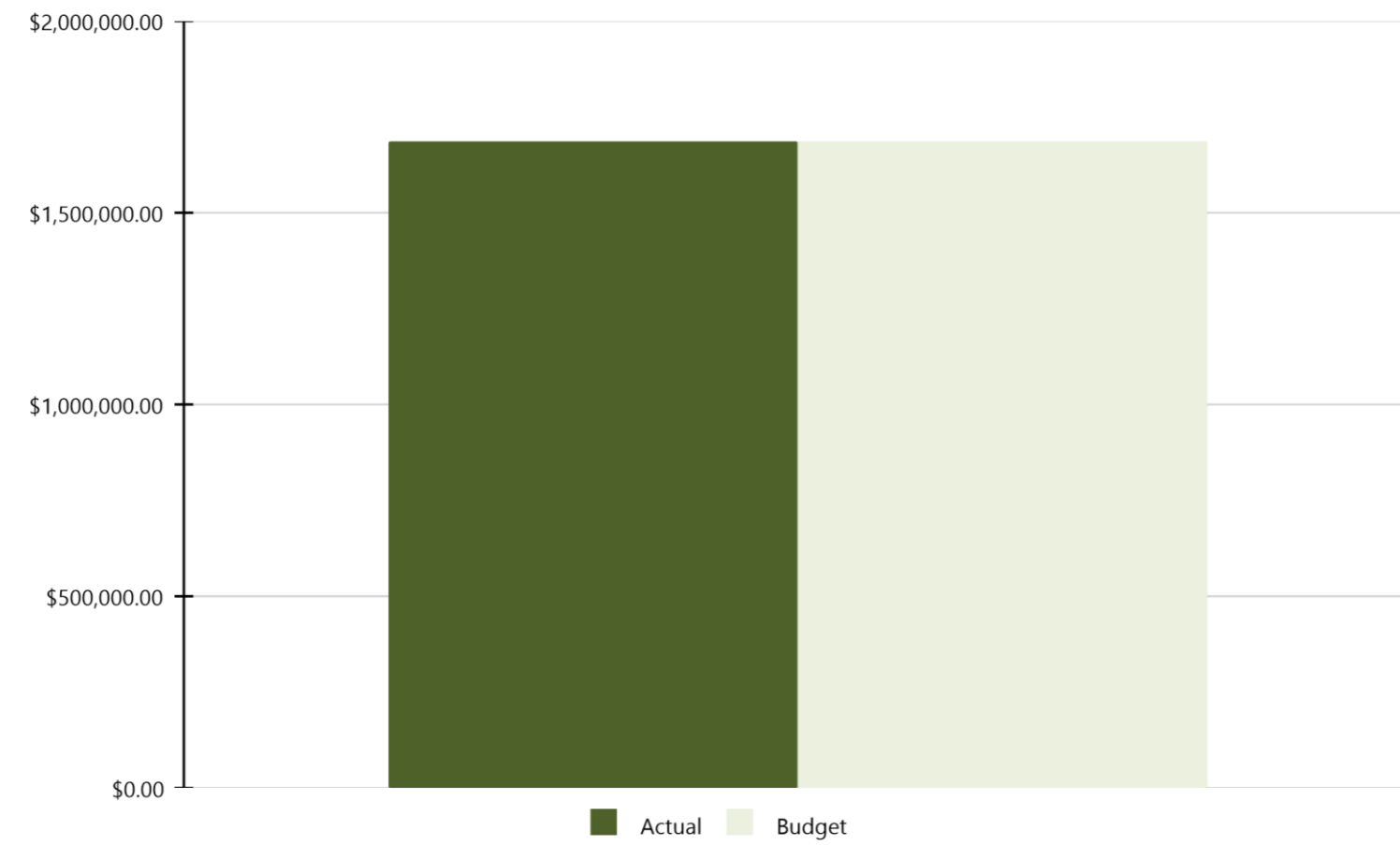
Formula:
(Current Assets) / (Current Liabilities)

Orange County Educational Arts Academy Financial Snapshot

FY 2022-2023, July - September

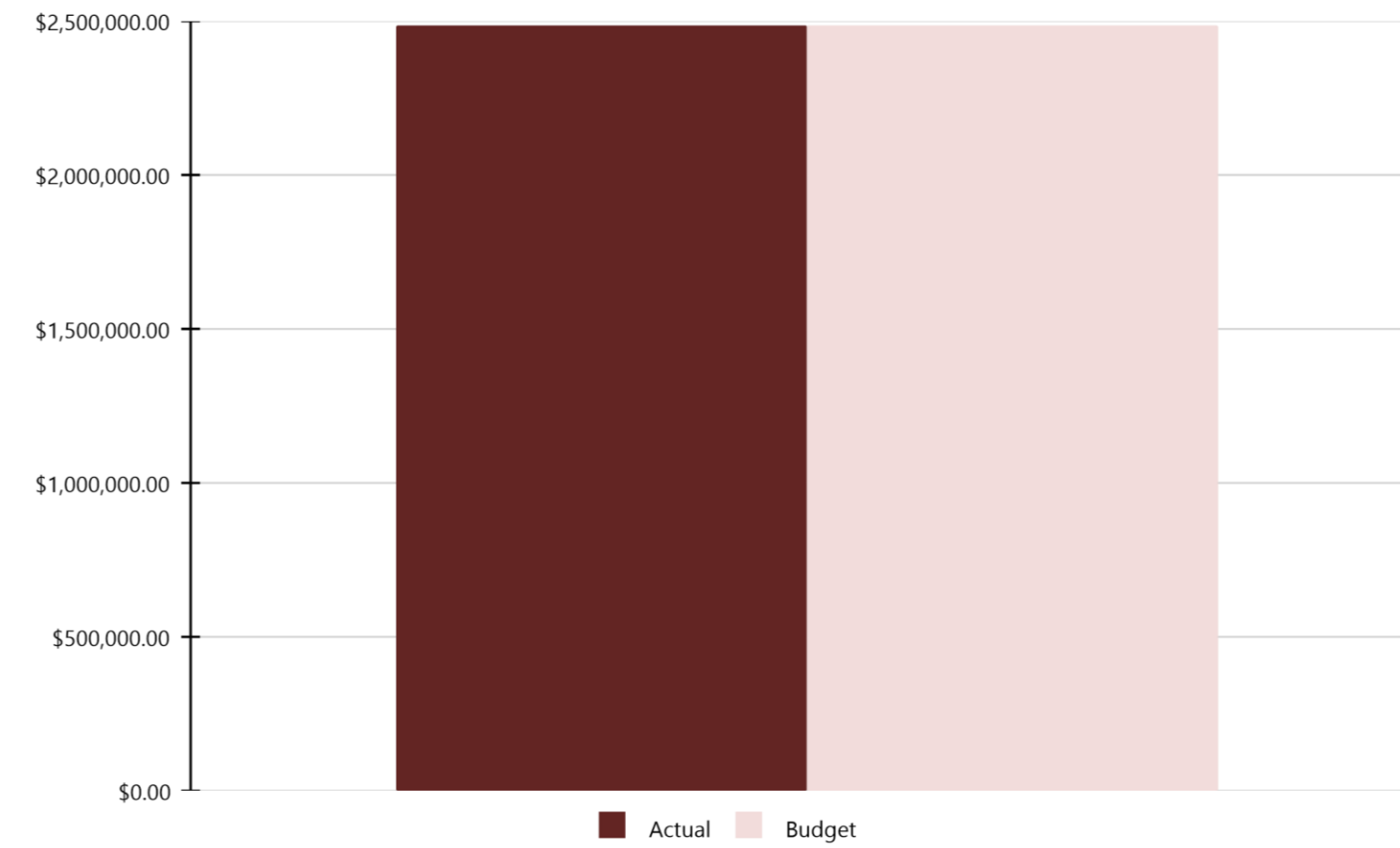
Cash Balance
 **\$2,557,782**

Revenue to Date



Revenue Summary	
Actual	\$1,685,710
Budget	\$1,685,710
Actual to Budget	0.0 %

Expense to Date



Expense Summary	
Actual	\$2,485,628
Budget	\$2,485,629
Actual to Budget	0.0 %

Actual to Budget Summary

FY 2022-2023, July - September

Account Description	July - Last Closed			Total Budget	2022-2023	
	Actual	Budget	Variance \$		Actual to Total Budget %	Remaining Budget
LCFF	\$1,420,226	\$1,420,226	-	\$7,004,917	20.3 %	\$5,584,691
Federal Revenue	\$18,652	\$18,652	-	\$1,042,416	1.8 %	\$1,023,764
Other State Revenue	\$48,916	\$48,916	-	\$1,741,306	2.8 %	\$1,692,391
Local Revenue	\$197,916	\$197,916	-	\$807,462	24.5 %	\$609,547
Total Revenue	\$1,685,710	\$1,685,710	-	\$10,596,102	15.9 %	\$8,910,392
Certificated Salaries	\$546,046	\$546,046	-	\$2,970,007	18.4 %	\$2,423,962
Classified Salaries	\$420,837	\$420,837	-	\$1,862,706	22.6 %	\$1,441,868
Employee Benefits	\$392,575	\$392,576	-	\$1,712,325	22.9 %	\$1,319,750
Total Personnel Expenses	\$1,359,458	\$1,359,458	-	\$6,545,038	20.8 %	\$5,185,580
Books and Supplies	\$259,300	\$259,300	-	\$604,909	42.9 %	\$345,609
Services & Other Operating Expenses	\$811,021	\$811,021	-	\$2,817,773	28.8 %	\$2,006,752
Capital Outlay	\$48,067	\$48,067	-	\$198,141	24.3 %	\$150,074
Other Outgo	\$7,782	\$7,782	-	\$41,935	18.6 %	\$34,153
Total Operational Expenses	\$1,126,170	\$1,126,170	-	\$3,662,759	30.7 %	\$2,536,588
Total Expenses	\$2,485,628	\$2,485,629	-	\$10,207,797	24.4 %	\$7,722,168
Net Income	(\$799,919)	(\$799,919)	-	\$388,305	-206.0 %	\$1,188,224

Revenue
\$1,685,710

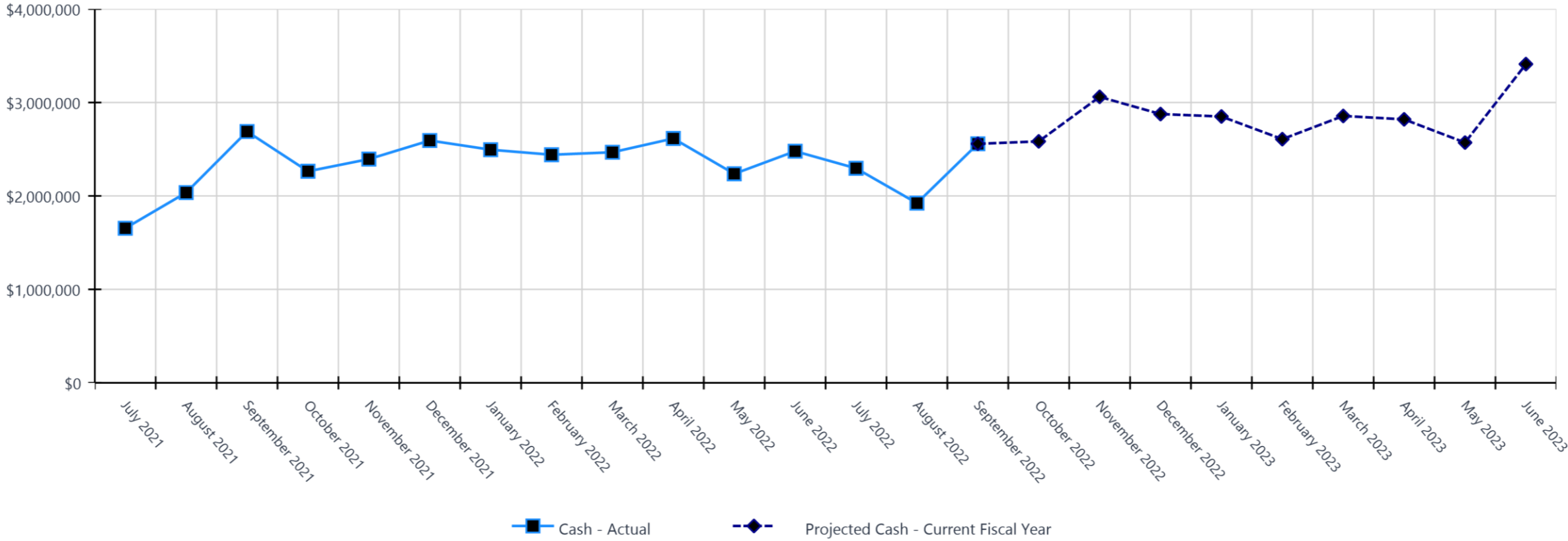
Expenses
\$2,485,628

Surplus / (Deficit)
(\$799,919)

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

Monthly Cash Balance Over Time

Current fiscal year and prior year



	Cash Amount	Actual or Projected
July 2021	\$1,653,878.64	Actual
August 2021	\$2,035,565.73	Actual
September 2021	\$2,689,274.11	Actual
October 2021	\$2,263,722.05	Actual
November 2021	\$2,393,913.66	Actual
December 2021	\$2,593,130.08	Actual
January 2022	\$2,494,604.47	Actual
February 2022	\$2,440,874.05	Actual
March 2022	\$2,467,296.68	Actual
April 2022	\$2,614,759.48	Actual
May 2022	\$2,236,468.98	Actual
June 2022	\$2,478,470.80	Actual

	Cash Amount	Actual or Projected
July 2022	\$2,295,551.56	Actual
August 2022	\$1,922,918.11	Actual
September 2022	\$2,557,782.24	Actual
October 2022	\$2,583,783.00	Projected
November 2022	\$3,060,274.00	Projected
December 2022	\$2,876,103.00	Projected
January 2023	\$2,850,071.00	Projected
February 2023	\$2,607,530.00	Projected
March 2023	\$2,855,936.00	Projected
April 2023	\$2,819,629.00	Projected
May 2023	\$2,570,921.00	Projected
June 2023	\$3,410,861.00	Projected

Balance Sheet Summary FY 2022-2023 - September

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

Liquidity Ratio

1.6

Assets	
Current Assets	
Cash	\$2,557,782
Accounts Receivables	\$392,999
Prepaid Expenses	\$15,267
Other Current Assets	\$5,729
Total Current Assets	\$2,971,777
Fixed Assets	
Buildings and Improvements	\$2,048,591
Computer Equipment	\$197,965
Furniture and Fixtures	\$89,579
Construction in Progress	\$10,000
Accumulated Depreciation	(\$1,703,503)
Total Fixed Assets	\$642,630
Other Assets	
Security Deposits	\$172,484
Total Other Assets	\$172,484
Total Assets	\$3,786,891

Liabilities and Net Assets	
Current Liabilities	
Accounts Payable	\$842,395
Accrued Salaries, Payroll Taxes, Postemployment Benefits	\$208,829
Deferred Revenue	\$851,395
Total Current Liabilities	\$1,902,619
Long Term Liabilities	
Loans Payable	\$383,903
Total Long Term Liabilities	\$383,903
Total Liabilities	\$2,286,522
Net Assets	
Restricted Net Assets	\$45,206
Unrestricted Net Assets	\$2,255,082
Profit/Loss YTD	(\$799,919)
Total Net Assets	\$1,500,369
Total Liabilities and Net Assets	\$3,786,891

CSMC Charter School Support Team



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



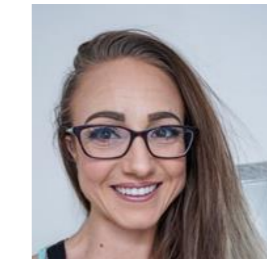
Regional SBM Director
Scott Warner
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Regional AM Director
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School Business Manager
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Account Manager
Kayla Tocco
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Associate AM
Evelyn Jardimiano
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Looking Ahead

11/10/2022	CSMC Workshop: LCAP and Accountability planning
11/16/2022	CSMC Regional Office Hours
12/14/2022	CSMC Webinar
12/15/2022	Annual Financial Audit Report deadline
	First Interim Financial Report
12/30/2022	Charter School Revolving Loan applications due
1/11/2023	CSMC Regional Office Hours
1/14/2023	CARES, ESSER, ESSER II, ESSER III expenditure report
1/15/2023	P-1 Attendance Report
1/16/2023	Mid-January - Several special education reports due; timing and steps vary by SELPA
1/25/2023	CSMC Webinar
1/31/2023	Federal Cash Management Data Collection (CMDC)
	ASES attendance and expenditure reports
2/1/2023	School Accountability Report Card (SARC) due in CDE portal
	CSMC Regional Office Hours
2/7/2023	CSMC Workshop: State and Federal programs compliance



HELPING THE EDUCATION MOVEMENT SUCCEED ONE SCHOOL AT A TIME

POWERED BY:



Charter Vision

info@csmci.com

Office: 888.994.CSMC

43460 Ridge Park Dr., Ste. 100

Temecula, Ca 92590

EMPLOYEE HANDBOOK 2022 - 2023



TABLE OF CONTENTS

INTRODUCTION	5
¡BIENVENIDOS!.....	5
MISSION STATEMENT.....	5
EL EDUCATION.....	5
ABOUT OUR HANDBOOK.....	6
EMPLOYMENT POLICIES	6
AT-WILL EMPLOYMENT.....	6
EQUAL EMPLOYMENT OPPORTUNITY.....	6
HARASSMENT, DISCRIMINATION, AND RETALIATION PREVENTION POLICY.....	7
MANDATED CHILD ABUSE/NEGLECT REPORTING	10
EMPLOYMENT OF RELATIVES	10
EMPLOYMENT CATEGORIES.....	10
MADATED REPORTER TRAINING	12
JOB DUTIES	12
INTRODUCTORY PERIOD.....	12
PERSONNEL RECORDS.....	12
PERSONAL INFORMATION	12
WORKDAY AND WORKWEEK	12
TIMEKEEPING.....	13
MAKE-UP TIME.....	13
MEAL AND BREAK PERIODS.....	13
LITERACY ASSISTANCE.....	14
PERFORMANCE EVALUATIONS.....	15
PERFORMANCE IMPROVEMENT PLAN (PIP)	15
COMPENSATION	16
PAY CLASSIFICATIONS	16
PAYDAYS.....	17
DIRECT DEPOSIT.....	17
OVERTIME PAY	17
BENEFITS.....	18
BEGINNIG TEACHER SUPPORT AND AESSESMENT (BTSA).....	18
EXPENSE REIMBURSEMENTS.....	19

INSURANCE PROGRAMS.....	20
RETIREMENT PLAN	20
STATE UNEMPLOYMENT INSURANCE.....	20
STATE DISABILITY INSURANCE (SDI)	20
CALIFORNIA PAID FAMILY LEAVE (PFL).....	20
TIME OFF	21
PAID TIME OFF (PTO).....	21
PAID SICK LEAVE (PSL)	22
FAMILY AND MEDICAL LEAVE ACT (FMLA) / CALIFORNIA FAMILY RIGHTS ACT (CFRA).....	22
PREGNANCY DISABILITY LEAVE OF ABSENCE.....	23
ALCOHOL AND DRUG REHABILITATION LEAVE	23
ORGAN AND BONE MARROW DONOR LEAVE.....	24
PERSONAL LEAVE OF ABSENCE	24
MILITARY AND RESERVE LEAVE (USERRA).....	24
MILITARY SPOUSE/REGISTERED DOMESTIC PARTNER LEAVE.....	25
VOLUNTEER CIVIL SERVICE LEAVE.....	25
CIVIL AIR PATROL LEAVE	25
DOMESTIC VIOLENCE AND SEXUAL ASSAULT LEAVE	25
CRIME VICTIMS LEAVE	26
WITNESS LEAVE	26
JURY DUTY	27
TIME OFF TO VOTE	27
SCHOOL APPEARANCE OR ACTIVITIES LEAVE.....	27
BEREAVEMENT LEAVE.....	27
COMMUNICATION.....	28
OPEN DOOR POLICY.....	28
INTERNAL COMPLAINT REVIEW POLICY.....	28
SCHOOL PHONES AND VOICE MAIL.....	29
EMPLOYEE BULLETIN BOARDS	29
SAFETY, SECURITY, AND HEALTH.....	30
DISASTER DRILLS AND PREPAREDNESS.....	30
MAINTAINING A SAFE WORKPLACE	30
EMPLOYEE ACCIDENTS OR INJURIES.....	31
WORKERS' COMPENSATION	31
PARKING	31
DRIVING ON SCHOOL BUSINESS.....	31

SCHOOL SECURITY.....	32
WORKPLACE ANTI-VIOLENCE POLICY.....	32
SCHOOL PROPERTY.....	33
EMPLOYEE PROPERTY.....	33
LACTATION ACCOMMODATION.....	33
DRUG AND ALCOHOL-FREE WORKPLACE POLICY.....	33
SMOKE AND VAPE-FREE ENVIRONMENT.....	34
STANDARDS OF CONDUCT.....	34
EMPLOYEE INTERACTIONS WITH STUDENTS.....	34
BEHAVIORAL EXPECTATIONS.....	36
UNACCEPTABLE CONDUCT.....	37
VIRTUAL MEETING ETIQUETTE.....	38
ATTENDANCE STANDARDS.....	38
ABSENCE REPORTING.....	38
NO CALL / NO SHOW.....	39
CONFIDENTIAL INFORMATION.....	39
USE OF PHOTOGRAPHY / VIDEO ENABLED DEVICES.....	39
CONFLICT OF INTEREST POLICY.....	40
ADOPTION.....	40
OUTSIDE ACTIVITIES.....	40
LIMITATIONS ON STUDENT PLACEMENT IN A PARENT’S CLASSROOM.....	40
GIFTS.....	40
PERSONAL CELL PHONE USAGE.....	40
DRESS AND PERSONAL APPEARANCE.....	41
HOUSEKEEPING.....	41
TECHNOLOGY RESOURCES.....	42
TECHNOLOGY RESPONSIBILITY AND CONDITIONS OF USE.....	42
PROHIBITED USE OF COMMUNICATION SYSTEMS.....	42
INTERNET USAGE.....	43
EMAIL.....	43
CREATING AND USING SCHOOL SOCIAL MEDIA.....	44
SOCIAL MEDIA GUIDELINES.....	44
LEAVING OCEAA.....	46
GIVING NOTICE.....	46
EXIT SURVEY.....	46
EMERGENCY FAMILY MEDICAL LEAVE ACT (EFMLA).....	48

INTRODUCTION

¡BIENVENIDOS!

Welcome to the Orange County Educational Arts Academy team! We're happy you have chosen to become part of our school and hope you will enjoy the joys, challenges and, most of all, rewards of working at OCEAA.

The foundation of a great school is built on a foundation of great employees who bring a dedication to honesty, integrity, and following through on their commitments. OCEAA recognizes this and appreciates the amazing dedication that is exhibited in all we do every day in support of our students.

We realize that job satisfaction is based on many factors. Along with economic rewards, OCEAA offers opportunities for input, achievement, and contributing to the overall success of our school as we strive to provide an excellent place of learning for our students. We look forward to your participation in making our school a success.

MISSION STATEMENT

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.

EL EDUCATION

Learning is challenging

- Students are supported to do far more than they think they can. Teachers expect excellence and teach in ways that enable students to learn deeply, surpass standards, and produce high-quality work. Students and teachers model academic courage.

Learning is active

- Students are scientist, urban planners, historians, artist, and activists, exploring ideas and engaging in authentic work that allows them to contribute to their communities and promote equity and social justice.
- Students produce high-quality work for presentation to audiences within and beyond the school. They reflect on what and how they learn with peers, teachers, and community members. Hallways and classrooms are filled with evidence of learning and beautiful student work.

Learning is meaningful

- Students build deep understanding of concepts and can apply their skills and knowledge to new contexts and real-world issues. They are learning with a purpose—getting smart to do—and see that their education is in service of building a better world.

Learning is collaborative

- School leaders, teachers, students, and families work together to create a culture of respect, responsibility, and joy in learning. The school community is a place where all students and adults feel that they belong, support each other to succeed, and are inspired to be their best selves.

ABOUT OUR HANDBOOK

This handbook is intended to provide employees with information regarding OCEAA's personnel policies, services, benefits and to familiarize employees with their duties and responsibilities. All employees are expected to read and comply with all of its provisions. This handbook supersedes any and all prior policies and procedures of the school, whether oral or written.

From time to time, circumstances will undoubtedly require that the policies, practices and benefits described in this handbook be changed, not including the at-will policy (as outlined in the 'At-Will Employment' section), which cannot be changed, except in writing signed by the Administrator of the School. OCEAA reserves the right to change, add, or eliminate any of the practices described in the handbook at any time. When new policies are added, or existing policies and procedures are changed, the most recent policy shall prevail and govern any new action taken. Employee suggestions for a new policy or change to an existing policy are always welcome and should be forwarded to an Administrator or the Business Office.

It is important that all employees read, understand, and follow the provisions of the Handbook. If you need further information, or if you wish to discuss any policy in this Handbook, please feel free to contact an Administrator of the School or the Business Office.

EMPLOYMENT POLICIES

AT-WILL EMPLOYMENT

California is an "at-will" employment state. Either the employee or the school may terminate the employment relationship with or without cause and with or without notice. Nothing in this handbook, or in any document or statement, shall limit the right to terminate employment at-will. No administrator or supervisor has any authority to enter into an agreement for employment for any specified period of time or to make an agreement for employment on other than at-will terms. Any agreement that alters the "at-will" nature of employment must be approved by the Board of Directors.

EQUAL EMPLOYMENT OPPORTUNITY

OCEAA is committed to equal employment opportunity and dedicated to creating a work and academic environment that welcomes all, fosters diversity, and promotes excellence.

All aspects of employment with the school will be governed on the basis of merit, competence and qualifications, and will not be influenced in any manner by an individual's race (including traits historically associated with race, such as hair texture, braids, locks, and twists), religion (including religious dress and grooming practices), color, sex (including pregnancy, childbirth, breastfeeding or related medical conditions), sex stereotype, gender identity, gender expression, transgender (including whether or not an individual is transitioning or has transitioned), sexual orientation, national origin (which includes, but is not limited to, national origin groups and aspects of national origin such as height, weight, accent, or language proficiency), ancestry, physical or mental disability, medical condition, genetic information/characteristics, marital status, domestic partner status, age, military or veteran status, immigration/citizenship status, or any other basis protected by Federal, State or local law, ordinance or regulation.

OCEAA is committed to complying with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the operations of the school and prohibits unlawful discrimination by any employee of the school, including supervisors and co-workers.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the school will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to the school. An applicant or employee who believes they require an accommodation to perform the essential functions of the job should contact the Business Office and request such an accommodation, specifying what accommodation they need to perform the job. The school will review the options, engage in an interactive process with the individual, and respond to the individual's request.

If you believe you have been subjected to unlawful discrimination, or witnessed unlawful discrimination, please report it to your supervisor, the Business Office, or an Administrator.

NON-DISCRIMINATION STATEMENT

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. braille, large print, audiotope, American sign language, etc.), should contact the agency (state or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800.877.8339. Additionally, program information may be made available in languages other than English.

Questions or complaints of alleged discrimination, harassment, intimidation and bullying, equity or Title IX equity and compliance concerns should be directed to:

Rosalinda Vargas

Human Resources Manager e-mail: rvargas@oceaa.org 714.558.2787 ext. 3040

OCEAA is an equal employment opportunity provider.

HARASSMENT, DISCRIMINATION, AND RETALIATION PREVENTION POLICY

OCEAA is committed to providing a work environment free of harassment, discrimination, retaliation, disrespect and any other unprofessional conduct based on race (including traits historically associated with race, such as hair texture, braids, locks, and twists), religion (including religious dress and grooming practices), color, sex (including pregnancy, childbirth, breastfeeding or related medical conditions), sex stereotype, gender identity, gender expression, transgender (including whether or not an individual is transitioning or has transitioned), sexual orientation, national origin (which includes, but is not limited to, national origin groups and aspects of national origin such as height, weight, accent, or language proficiency), ancestry, physical or mental disability, medical condition, genetic information/characteristics, marital status, domestic partner status, age, military or veteran status, immigration/citizenship status, or any other basis protected by Federal, State or local law, ordinance or regulation.

OCEAA also prohibits discrimination, harassment, disrespect, or unprofessional conduct based on the perception that anyone has any of those characteristics or is associated with a person who has or is perceived as having any of those characteristics.

The school's anti-harassment policy applies to all persons involved in the operation of the school and prohibits unlawful harassment by any employee of the school, which includes supervisors and co-workers, and third parties. The school will take all reasonable steps to prevent or eliminate unlawful harassment by non-employees, including students, parents, vendors, and suppliers, who have workplace contact with our employees.

Sexual Harassment

Under no circumstance is a student, employee, or anyone on the OCEAA campus expected to endure any form of sexual harassment or any other kind of prohibited harassment as described in this handbook.

No teacher, administrator, staff, adult visitor, or student can engage in any form of sexual harassment of a student or employee of OCEAA on or off campus at any time.

Applicable Federal and State law defines sexual harassment as unwanted sexual advances, requests for sexual favors, or visual, verbal, or physical conduct of a sexual nature when: (1) submission to the conduct is made a term or condition of employment; or (2) submission to or rejection of the conduct is used as a basis for employment decision affecting the individual; or (3) the conduct has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile, or offensive working environment. This definition includes many forms of offensive behavior. The following is a partial list:

- Unwanted sexual advances;
- Offering employment benefits in exchange for sexual favors;
- Making or threatening reprisals after a negative response to sexual advances;
- Visual conduct such as leering, making sexual gestures, or displaying sexually suggestive objects, pictures, cartoons, or posters;
- Verbal conduct such as making or using derogatory comments, epithets, slurs, sexually explicit jokes, or comments about any employee's body or dress;
- Verbal sexual advances or propositions;
- Verbal abuse of a sexual nature, graphic verbal commentary about an individual's body, sexually degrading words to describe an individual, or suggestive or obscene letters, notes, or invitations;
- Physical conduct such as touching, assault, or impeding or blocking movements; and,
- Retaliation for reporting harassment or threatening to report harassment.

Other Forms of Harassment

Other forms of prohibited harassment include:

- Bullying, whether it be in-person, through phone calls, texts or social media
- Threats
- Epithets, derogatory comments, or slurs
- Derogatory postings, photographs, cartoons, drawings, or gestures
- Assault, unwanted touching, or blocking normal movement
- Retaliation for reporting harassment or threatening to report harassment

Liability for Harassment

Any employee of OCEAA who is found to have engaged in prohibited harassment is subject to disciplinary action, up to and including termination. Any employee who knew about harassment, but took no action to stop it, may be held personally liable. Any employee who knew about harassment and took no action to stop it or failed to report the harassment to an Administrator or the Business Office may also be subject to discipline up to and including termination.

Complaint Procedure

OCEAA's complaint procedure provides for an immediate, thorough, and objective investigation of any claim of unlawful or prohibited harassment, appropriate disciplinary action against anyone found to have engaged in prohibited harassment, and appropriate remedies for any victim of harassment.

Employees must report all incidents believed to be unlawful discrimination, harassment, or retaliation, regardless of whether they are the alleged victim, a witness, or a bystander. If you believe you have been subjected to any form of such unlawful conduct, or if you have knowledge of such unlawful conduct, submit a complaint, preferably in writing, to your supervisor, the Business Office, or an Administrator. If these individuals are not available, or if you believe that one of these individuals has engaged in inappropriate behavior in violation of these policies, submit a complaint to any other supervisor as soon as possible. Supervisors must report all conduct of which they are made aware, which violates, or may violate, policies regarding unlawful discrimination, harassment, or retaliation to the Business Office or an Administrator, as appropriate.

All complaints submitted pursuant to this policy should be done in writing, but they may be done verbally. Your complaint should be specific and should include the names of the individuals involved and the names of any witnesses.

Applicable law prohibits retaliation against any employee by another employee or by OCEAA for using this complaint procedure or for filing, testifying, assisting, or participating in any manner in any investigation, proceeding, or hearing conducted by a governmental enforcement agency.

Additionally, OCEAA will not knowingly permit any retaliation against any employee who complains of prohibited harassment or who participates in an investigation.

All incidents of prohibited harassment that are reported will be investigated. OCEAA will immediately undertake or direct an effective, thorough, and objective investigation of the harassment allegations. The investigation will be completed and a determination regarding the reported harassment will be made and communicated to the employee who complained and to the accused harasser(s). The school will protect the confidentiality of the investigation in accordance with applicable Federal and State laws.

If OCEAA determines that prohibited harassment has occurred, OCEAA will take effective remedial action commensurate with the circumstances. Appropriate action will also be taken to deter any future harassment. If a complaint of prohibited harassment is substantiated, appropriate disciplinary action, up to and including termination, will be taken. With consideration of any legal restrictions, OCEAA will advise the employee who complained of harassment of action that has been taken as a result of the complaint and subsequent investigation.

The California Department of Fair Employment and Housing (www.dfeh.ca.gov) and the U.S. Equal Employment Opportunity Commission (www.eeoc.gov) investigate and prosecute complaints of prohibited harassment in employment. Anyone thinking they have been harassed, or have been retaliated against for resisting or complaining, may also file a complaint with the appropriate agency or get information about their rules and procedures for reporting charges of sexual or other harassment and for pursuing available remedies.

HARASSMENT PREVENTION TRAINING

OCEAA, in compliance with mandatory California State law, provides harassment prevention training to all personnel within six (6) months of hire and every two (2) years thereafter. All employees receive one hour of training. Individuals in supervisory roles receive an additional hour of training which highlights their responsibilities as a supervisory employee at OCEAA.

OCEAA's Harassment Prevention Training includes the following components:

- Sexual harassment laws
- Harassment prevention, correction, and remedies
- Prevention of abusive conduct
- Bullying identification, prevention, and correction
- Discussion of harassment based on intolerance, implicit bias, and indefensible ignorance

MANDATED CHILD ABUSE/NEGLECT REPORTING

California Penal Code section 11166 requires any teacher or child care custodian who has knowledge of, or observes, a child in their professional capacity or within the scope of their employment whom they knows or reasonably suspect has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practicable, by telephone and to prepare and send a written report within 36 hours of receiving the information concerning the incident. Employees may but are not required to report such incidents to the Business Office or an Administrator. Reporting such incidents to the Business Office or an Administrator does not relieve the employee of responsibility to also immediately report such incidents to the appropriate child protective agency by telephone and to send a written report. However, employees may work cooperatively to report the incidents and to file one written report. Employees who have any questions about these reporting requirements should contact the Administration.

EMPLOYMENT OF RELATIVES

Relatives of employees may be eligible for employment with the school only if the individuals involved do not work in a direct supervisory relationship or in job positions in which an actual or potential conflict of interest could arise. Current employees who marry will be permitted to continue working in the same job positions held only if they do not work in a direct supervisory relationship with one another or in job positions involving conflicts of interest. If relatives are found to be employed in any of these prohibited job positions, the school will take action to eliminate the conflict, including possibly requiring one or both employees to accept a transfer to another position or to resign.

EMPLOYMENT CATEGORIES

Full-Time employees regularly work at least 36 hours per week. Benefits for full-time employees are outlined in the Benefits section.

Part-Time employees regularly work fewer than 36 hours per week. Benefits for part-time employees are outlined in the Benefits section.

ONGOING EMPLOYMENT REQUIREMENTS

Certification

OCEAA teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher is required to hold by law. Teachers must provide copies of current credentials, transcripts, and test scores each fall prior to the first day of actual work for the school year. Failure to provide these documents may delay a teacher's ability to begin work.

If a teacher allows a credential, certificate, registration, or required course deadline to expire, or if a teacher fails re-certification, training, or testing, OCEAA is required to remove that teacher from the work schedule until they meet the requirements or renew their credential.

Teachers of non-core subjects may not be required to comply with this policy.

Criminal Background Clearance

In accordance with Section 44237 of the Education Code, all newly hired employees must have a criminal investigation background check performed by the California State Department of Justice and the FBI.

If, after employment, additional information is presented to the school from the investigating agencies, or other law enforcement agencies, a review of an employee's position, along with the specifics of the data presented, will be conducted to determine whether an individual remains in their position, is moved to another position or if termination is in order.

Tuberculosis Screening

No person shall be employed by the school unless they provide proof of having submitted to a tuberculosis (TB) risk assessment within the past 60 days and that no risk factors have been identified. If TB risk factors are identified, or as an alternative to the assessment, the applicant must submit proof that a qualified professional has determined they are free of infectious TB following testing and examination. The examination, if required, shall consist of an approved intra-dermal tuberculin test that, if positive, shall be followed by an X-ray of the lungs. Each employee shall present a certificate from a qualified professional showing the employee was assessed or examined and found free of risk factors or of infectious TB (as applicable). A person who transfers employment from another school can meet these requirements by providing a certificate from a qualified professional, or a verification from the prior school employer, that shows they were found to be free of infectious TB within 60 days of initial hire.

An employee who has no identified risk factors or who tests negative for TB shall undergo the TB risk assessment and, if risk factors are identified, the examination, at least once every four years or more often if recommended by the local health officer.

The risk assessment, and examination, if necessary, is a condition of initial employment, and the expense is the employee's. Subsequent assessments shall be reimbursed to the employee by the school.

CPR/AED & First Aid Certification

All individuals working unsupervised with children or in a classroom setting (i.e. core teachers, advisors, coaches, non-core teachers, administrators, etc.) must receive, renew, and maintain basic first-aid and CPR/AED certification by the first day of the school year for students. Any employee required to be first aid certified and hired after the beginning of the school year will be required to provide proof of completion of both First Aid and CPR/AED training prior to the first day of work. Qualifying certifications require in class instruction. Internet certifications will not be accepted. For additional information on the training required, please contact the Business Office.

MADATED REPORTER TRAINING

All OCEAA employees are required, upon hire and annually thereafter, to undergo training related to the Mandated Reporting laws for which all of us at OCEAA must abide

JOB DUTIES

Your supervisor will explain your job responsibilities and the performance standards expected of you. Job responsibilities may change at any time during employment. From time to time, you may be asked to work on special projects or to assist with other work necessary or important to the operation of your department or the school. Your cooperation and assistance in performing such additional work is expected, but also very much appreciated.

The school reserves the right, at any time, with or without notice, to transfer, demote, suspend, change job responsibilities, and change the terms and conditions of employment at its sole discretion.

INTRODUCTORY PERIOD

The first 90 days of employment at OCEAA is considered an introductory period. During this time, you will learn your job duties and responsibilities and get acquainted with your fellow employees.

Upon completion of the introductory period, OCEAA will review your performance. Employees will not be able to use Paid Sick Leave during this introductory period.

PERSONNEL RECORDS

The school protects the privacy of its employees by protecting the confidentiality of all personnel information. Access to this information is limited to those who have a specific need to know or as otherwise required by law.

Employees may inspect their personnel files by making a written request to the Business Office. After the request is received, a mutually convenient time for the inspection will be scheduled and the employee will be permitted to inspect the file in accordance with applicable laws.

PERSONAL INFORMATION

It is important that OCEAA has up-to-date personal information on all employees. If you have a change in any of the following please notify your supervisor as soon as possible - legal name; home address; telephone numbers; emergency contacts; change of beneficiary; tax withholding exemptions; updated transcripts, trainings or continuing education credits that you have earned; licensing or credentialing information.

EMPLOYMENT VERIFICATIONS AND REFERENCES

All requests for employment verifications or references must be directed to the Business Office. No other administrator, supervisor, or employee is authorized to release references for current or former employees. The school's policy as to references for employees who have left the school is to disclose only the dates of employment and the title of the last position held. With a written authorization by an employee, the school will also provide a prospective employer with information on the amount of salary or wage last earned.

WORKDAY AND WORKWEEK

For purposes of calculating overtime, the school's standard workweek begins on Sunday at 12:01 a.m. and ends on Sunday at 12:00 a.m. (midnight). The School's standard workday is 12:01 a.m. to 12:00 a.m. (midnight) each day.

OCEAA is scheduled to be open from 7:00am to 4:00pm, Monday through Friday. Individual work schedules will be developed and may vary by department. Employees are not required to, and will not be compensated for, reporting to work in July, unless they are expressly directed to do so.

TIMEKEEPING

To ensure compliance with all applicable laws, all non-exempt employees must accurately record all hours worked upon arrival to your designated work area not on personal devices. This means they must clock in and out whenever they begin, cease, or resume working during a workday. While you need not clock out and in during your rest periods, you must clock out and in during your meal periods. Under no circumstances may one employee clock in or out for another employee. Exempt employees are expected to record their time worked and report absences from work due to personal needs or illness. Exempt employees are not required to clock in or out for meal periods. Recording inaccurate time on your timesheet or recording time on another employee's timesheet is a violation of school policy and may result in discipline, including immediate termination.

Employees are strictly prohibited from working "off the clock" or failing to record all time worked. Falsification of any timesheet may result in disciplinary action, up to and including termination.

Missing a clock in or out, reporting of time off can cause incorrect payroll processing and /or delays in payroll.

MAKE-UP TIME

At the school's discretion, non-exempt employees may be permitted to make-up time for time missed due to personal obligations. Requests to perform make-up time must be submitted in writing and must be preapproved by your supervisor before the make-up time is worked. If approved, non-exempt employees may not work more than 11 hours in a day or more than 40 hours in a work week. All make-up time must be performed in the same work week in which time was missed. Request forms for makeup time are available from the Business Office.

MEAL AND BREAK PERIODS

OCEAA's policy is to provide employees with an opportunity to take meal and rest periods consistent with the law. During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not combine required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to school policy, you must notify the Business Office in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken.

Failure to comply with the school's policy regarding meal and/or rest periods can lead to discipline, up to and including termination.

Meal Periods

All non-exempt employees are provided the opportunity to take an uninterrupted meal period of at least 30 minutes each day they work more than five hours. You must commence the meal period before you complete your fifth hour of work. If you begin working at 8:30am, for example, you must take your meal period prior to 1:30 pm. In addition, you must record the actual times that you stop and start work to take a meal period. A second meal period of not less than 30 minutes is also required whenever a non-exempt employee works more than 10 hours in a workday. You must commence your second meal period before you complete your tenth hour of work. Meal periods are unpaid.

Rest Periods

All non-exempt employees are authorized, permitted, and strongly encouraged to take 10-minute rest period every 4 hours worked or major fraction thereof. Ordinarily, this amounts to two 10- minute rest periods per 8-hour workday. The first rest period should be taken roughly in the middle of the 4-hour work period prior to lunch, and the second rest period should be taken roughly in the middle of the 4-hour work period following lunch. You do not need to record the times of these rest periods. You will be paid for the time spent on your rest periods.

SCHOOL DECORATING AND CELEBRATIONS

Decorating around annual holidays is always challenging. We want to be celebratory, but we do not want to offend, nor come across as promoting some holidays over others that may not necessarily be celebrated by portions of our school community. We feel it is important, though, to be able to celebrate different times of year, the passage of seasons, and an opportunity for all of us to celebrate inclusively. By celebrating each month of the school year, we can all be part of the celebration, learn about our world, and decorate accordingly.

Celebrations by the month

- September Hispanic Heritage Month
- October Welcome Fall Month
- November Native American Heritage Month
- December What December means to each of us. A time to share our family traditions.
- January Superhero Month. Who are our superheroes?
- February Black History Month
- March Welcome Spring Month
- April Earth Month
- May Asian Pacific American Heritage Month
- June Juneteenth Independence Day

Decorating Guidelines

- Specific religious holidays are not sanctioned.
- Decorations must be secular and school-age appropriate.
- We must be mindful of damaging surfaces while decorating. Decorations must not be taped, tacked, glued, or nailed to any surface that could be damaged.
- Cloth material decorations must be flame resistant and certified as passing the flame resistance testing of NFPA 701.
- No live or fresh-cut trees may be used as decorations. Artificial trees may be used if they are noncombustible.
- Decorations must be flame retardant and not block any fire protection equipment, emergency system devices or fire exit pathways.
- Do not place decorations on top of or in contact with any heat source.

LITERACY ASSISTANCE

We are committed to aiding employees who require time off to participate in an adult education program for literacy assistance. If you need time off to attend such a program, you should inform your direct supervisor. The school does not provide paid time off for participation in an adult literacy education. However, you may utilize accrued PTO if you want compensation for this time off. If you do not have accrued PTO available, you will be permitted to take the time off without pay.

PERFORMANCE EVALUATIONS

All employees will receive periodic performance evaluations. Performance reviews should be a positive and interactive process whereby both the school and the individual being reviewed can learn more about their strengths and areas of growth. Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations should help you become aware of your progress, areas for improvement, and objectives or goals for future work performance.

Positive performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the school and depend upon many factors in addition to performance.

Non-Certificated Employees

OCEAA strives to conduct performance evaluations of non-certificated employees annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or performance challenges.

Certificated Teachers

Certificated teachers will participate in two evaluation conferences to review performance during the school year. These evaluations are part of a larger professional growth plan that is implemented annually. The performance review timeline is as follows:

- **August Pre-service Professional Development Days:** School policies, student achievement goals and focus California Standards for the Teaching Profession are shared to establish performance expectations. Professional development activities aligned to these goals begin and continue
- **August – June:** School Director conducts informal classroom walkthroughs and provides feedback in writing for professional dialogue; specialists provide a variety of support to ensure all teachers and grade-level teams are successful in implementing school initiatives for student achievement and professional growth.
- **January:** A mid-year self-evaluation conference is conducted by February 1st that focuses on progress made towards student achievement and professional goals.
- **May:** An end-of year evaluation conference is conducted by June 1st that focuses on areas of strength and areas of growth in relation to progress made towards student achievement and professional goals; performance ratings of Temporary Status, Satisfactory or Unsatisfactory are assigned.

PERFORMANCE IMPROVEMENT PLAN (PIP)

OCEAA is committed to ensuring all employees have an opportunity to work to their potential and are given the tools, resources, and guidance to be successful. If a performance observation and/or evaluation indicates a performance deficiency, a Performance Improvement Plan (PIP) may be initiated to ensure an effective addressing of performance issues.

Examples of when a Performance Improvement Plan may also be initiated are as follows:

- Observed performance challenges; failure to perform to job description
- Habitual absence or tardiness from work
- A serious accident
- A serious classroom incident

- Failure to comply with school policy
- Drastic or sudden attrition of several students
- Repeated requests for intervention from parents
- Unacceptable behavior, as outlined in the Behavioral Expectations section

Initiation of a Performance Improvement Plan is a serious action. The primary purpose of any Performance Improvement Plan is to address, correct the problem, prevent recurrence, and move forward. Our goal is a positive outcome. A positive outcome requires an employee commitment to successfully fulfilling the requirements set forth in the PIP. The PIP is essentially an action plan for success. Actions which make up a PIP may include one or more of the following.

Counseling and Verbal Warning. A counseling and verbal warning is a discussion with an employee, advising them that their conduct is unacceptable, and that repeated or continued failure to correct to OCEAA’s standards will result in more severe disciplinary action.

Written Warning. A ‘written warning’ documents the unacceptable conduct or performance of the employee and specifies needed changes or improvements, along with an accompanying meeting. The employee is informed as to what the problem is, what needs to be done to correct it and a timeline for doing so. A copy of the written warning generally will be retained in the employee's personnel file. It may be removed after a successful completion of the PIP and a continued progression of success.

Suspension. Suspension from work may be used prior to termination. The length of the suspension will vary based upon such factors as the severity of the offense, the employee's performance, and the employee's disciplinary record. An employee may be suspended for repeated instances of minor misconduct, failure to conform conduct or performance to the standards of their position, or for a single serious offense. A record of the suspension generally will be retained in the employee's personnel file.

Termination. If an employee fails to correct problems previously discussed or whose behavior or performance is of such a serious nature as to negatively impact the school, OCEAA may terminate their employment.

OCEAA recognizes that there are certain types of employee problems that are serious enough to justify either a suspension, or, in extreme situations, termination of employment, without utilizing the Performance Improvement Plan.

COMPENSATION

PAY CLASSIFICATIONS

OCEAA classifies jobs as exempt or non-exempt in accordance with Federal law (FLSA). All employees will be informed as to whether they are in a position that is classified as exempt or non- exempt at time of hire and at times when job responsibilities may change in a way that affects classification.

Exempt employees are those whose positions meet specific tests established by the Fair Labor Standards Act (FLSA) and who are exempt from overtime pay requirements.

Non-exempt employees are those whose positions are designated non-exempt per the Fair Labor Standards

Act and receive overtime pay at a rate of time and a half for hours worked in excess of 8 per day or 40 per week and double time for hours worked over 12 in a day. For more information on overtime circumstances, please reference the section on 'Overtime Pay'.

PAYDAYS

Paychecks are issued on the 26th of each month for all exempt employees. Paychecks for non- exempt employees are issued on the 10th and 26th of each month. If a payday falls on a holiday or a weekend you will receive your paycheck on the preceding business day. All paychecks are available in the Business Office.

The Business Office reviews employees' hours. Employees are encouraged to address any questions or concerns regarding payment of wages to the Business Office. Please notify the Business Office immediately if you believe you have not been paid for all hours worked or if there has been an error in your compensation or paystub.

DIRECT DEPOSIT

OCEAA encourages direct deposit of paychecks. This is a service which saves time and provides added security. With this option, each paycheck will be automatically deposited to an employee's designated checking or savings account. Pay stubs will be provided, which include all the same information as would appear on a regular paycheck stub. Employees wishing to elect direct deposit can do so by picking up a form from the Business Office.

OVERTIME PAY

From time to time, non-exempt employees may be asked to work beyond their usual workday. Authorization from their supervisor must be obtained prior to an employee working overtime.

If a non-exempt employee is asked to work overtime, the employee will be paid overtime pay in accordance with state and federal law as follows:

- One and one-half (1 ½) times their hourly rate of pay for hours they are required to work in excess of eight (8) hours in any one (1) workday or in excess of forty (40) hours in any (1) workweek and for the first (8) hours of work on the seventh (7th) consecutive day of work within a pay period.
- Two (2) times their regular hourly rate of pay for all hours they are required to work in excess of twelve (12) hours in any one (1) workday and for all work in excess of eight (8) hours on the seventh (7th) consecutive day of any work within a pay period.

Only hours actually worked will count toward the accumulation of overtime hours. Time taken off due to sick time, time spent on personal business, holidays, or other time off is not counted as time worked for overtime calculations.

BENEFITS

BEGINNIG TEACHER SUPPORT AND AESSESMENT (BTSA)

OCEAA's supports teachers in meeting requirements set forth by the Education Code. Teachers who hold a Preliminary General Education (Multiple or Single Subject) teaching credential are required by Education Code Section 44259 (c)(2) to complete a Commission-approved Induction program to earn the Clear Teaching Credential. It is the responsibility of the new teacher to earn a clear teaching credential within a five-year period from the issuance of the Preliminary Teaching credential. OCEAA requires a minimum number of years of service in exchange for

Options for clearing the credential

All Commission approved General Education Induction programs are listed on the Commission's Approved Programs web page (<https://www.ctc.ca.gov/commission/reports/data/approved-institutions-and-programs>). Currently there are 254 Commission approved Induction programs: 23 Cal State University (CSU), 9 University of California (UC), 54 private colleges and universities, and 167 local education agencies.

Employees are free to choose where they take the Induction program however, OCEAA provides and has secured a partnership with the Orange County Department of Education where OCEAA teachers can participate in their CTC approved 2 year Induction program.

Tuition Costs for BTSA

OCEAA provides BTSA through Orange County Department of Education. For those employees who would like to complete their BTSA elsewhere, OCEAA will reimburse up to \$3,500.00 annually.

Employee will be required to do the following:

1. Employees must notify an administrator that Teacher Inductions courses are being completed elsewhere.
2. Upon completion of Teacher Induction coursework, employees must go through the reimbursement process (i.e. expense report).
 - a) Substantiation - must include the copy of tuition paid since OCEAA will only reimburse up to \$7,000/employee in total.
3. All classes must be taken for a grade or pass/fail. A grade must be provided at the end of the course
 - a) A failing grade, or the failure to report a grade, will prevent the employee from taking another subsidized class for 12 months.

Options for completing Induction

1. Enroll in and complete and induction program sponsored by, or in partnership with, the employing district or county office of education.
2. Enroll in and complete an Induction program that is offered by a college or university.
3. Enroll in and complete and Induction program sponsored by a neighboring district or a county office of education if the program accepts participants who are not employed by a partner district.

Reimbursement

OCEAA recognizes the value of the program and its teachers and therefore is pleased to reimburse teachers for the program. OCEAA will reimburse teachers according to the timeline below upon completion of a full year of employment (for a maximum of 4 years). For every year completed please complete the Induction Reimbursement Request and submit to HR.

Year of full-time employment as an OCEAA teacher	Amount to be Reimbursed
1	25%
2	25%
3	25%
4	25%

This reimbursement program is only applicable to employees currently employed at OCEAA and attending the Orange County Department of Education Induction program.

Part time status – If you work a part time teaching assignment the amount reimbursed will be prorated according to the percentage worked.

Non-teaching assignment – If you are assignment to a non-teaching assignment administration will determine eligibility to participate in the program

Leaves – If a teacher goes on leave, reimbursement will be made provided the teacher completes the program for that year and works a minimum of 60% of the school year.

Units – All units earned upon completion of the Induction program will not be applied when determining placement on OCEAA salary scale.

Termination of the policy – OCEAA reserves the right to make any adjustments (including termination) to this policy in order to meet the needs of the school.

OCEAA BTSA Agreement

OCEAA employees that choose to participate in the BTSA Induction reimbursement program agree to remain an OCEAA employee for a term of no less than 2 years from the date of completion.

Termination of employment

- Should employment terminate, either voluntary or involuntarily, any and all reimbursements due will be forfeited.
- Should the employee not complete the program of the completion schedule, all funds paid by the school will be due back to the school by the employee.
- Should an employee voluntarily terminate employment prior to the completion of their 4 year full-time post Induction time of service, funds paid by the school will be due back to the school by the employee based on the following schedule.

Year of full-time employment as an OCEAA teacher	Repayment Forgiveness Schedule
1	25%
2	25%
3	25%
4	25%

EXPENSE REIMBURSEMENTS

Employees are to request appropriate approvals prior to submitting expense reimbursements to the business office. Expense reimbursements must be submitted within 60 days of the incurred expenses to the business office and/or prior to the end of the fiscal year.

INSURANCE PROGRAMS

All non-certificated employees who work 30 hours or more per week and all certificated employees who work 75% or more of a full-time assignment are eligible to receive employer-sponsored insurance benefits. Health, vision, dental, flexible spending, long and short-term disability, employee assistance and life insurance plans are currently available. Please review the summary plan descriptions for information related to each available plan. This information is available upon request from the Business Office.

Upon leaving employment at OCEAA, employees are offered the opportunity to continue eligible insurance by electing COBRA. Information is given to all eligible employees at the time of termination.

RETIREMENT PLAN

Employees may participate in STRS, PERS, and/or Social Security depending upon employee's eligibility. Details may be obtained from the Business Office.

STATE UNEMPLOYMENT INSURANCE

The school contributes a significant amount of money each year to the California Unemployment Insurance Fund on behalf of its employees. This program provides weekly benefits for those who become unemployed through no fault of their own or due to circumstances described in the law. Detailed information about unemployment insurance benefits can be obtained from the Employment Development Department.

STATE DISABILITY INSURANCE (SDI)

This program provides for temporary disability benefits for California employees unable to work because of non-work-related injury or illness (including pregnancy). All school employees are required by law to participate in this plan through payroll withholding taxes. The determination of benefits is up to the State of California and is calculated based on an employee's earnings.

Benefits generally begin after the seventh day of an illness or injury. Available PTO or sick leave may be coordinated to supplement SDI benefits, with the understanding that the combined benefits cannot exceed the employee's regular compensation.

CALIFORNIA PAID FAMILY LEAVE (PFL)

California Paid Family Leave provides up to 55% of an employee's pay for up to eight weeks for employees who need to take time off work to care for a seriously ill child, parent, parent-in-law, grandparent, grandchild, sibling, spouse, or registered domestic partner. Benefits are also available to new parents who need time to bond with a new child entering their life either by birth, adoption, or foster care placement.

This benefit is available to all employees who are currently covered by the State Disability Insurance (SDI) program. Applying for benefits (as well as obtaining more information) can be done online at edd.ca.gov/disability.

TIME OFF

PAID TIME OFF (PTO)

Non-Certificated Employees

All full-time employees receive 5 days (40 hours) of PTO per 10-month school year, which will be front-loaded at the beginning of the school year. PTO may be used for any purpose.

Any PTO that remains unused at the end of the school year can be carried over into the following school year. However, employees may not accumulate more than 10 days (80 hours) of PTO. Once the cap of 10 days (80 hours) of PTO is reached, no further PTO will be front-loaded until some PTO is used. When some PTO is used, PTO will begin to front-load again at the beginning of the following school year up to the maximum accruable amount of 10 days. There is no retroactive grant of PTO for the period an employee stopped accruing PTO because they had reached the cap.

Employees must schedule time off with their supervisor or the Business Office as soon as practicable, but in no event less than four days before the requested leave. If possible, employees should submit their requests for time off at least two weeks prior to the date the leave begins.

OCEAA encourages its employees to use their PTO during time when the school is not in session (Winter and Spring breaks, non-student days). PTO may not be taken on a Professional Development Day, unless otherwise excused, and may not be taken on the day immediately before or immediately after a holiday.

PTO may be taken in minimum increments of one hour.

Employees who terminate their employment for any reason will be paid for any earned but unused PTO in accordance with this policy. PTO is paid at the employee's final rate of pay at the time of the employee's separation.

Certificated Employees

Certificated employees will receive 2 days (16 hours) of PTO, which will be front-loaded at the beginning of the school year. These hours can be used for any purpose.

Any PTO that remains unused at the end of the school year can be carried over into the following school year. However, employees may not accumulate more than 4 days (32 hours) of PTO. Once the applicable cap of 32 hours of PTO is reached, no further PTO will be front-loaded until some PTO is used. When some PTO is used, PTO will begin to front-load again at the beginning of the following school year up to the maximum accruable amount of 4 days. There is no retroactive grant of PTO for the period an employee stopped accruing PTO because they had reached the cap.

PTO requests will not be approved for pre-service PD days, student release PD days, or the days immediately before and immediately after holidays. Employees who terminate their employment for any reason will be paid for any earned but unused PTO in accordance with this policy. PTO is paid at the employee's final rate of pay at the time of the employee's separation.

PAID SICK LEAVE (PSL)

Paid Sick leave may be used for an employee's own illness or the illness of a family member. An employee may also use sick leave if they are a victim of domestic violence, sexual assault, or stalking. More information on using sick leave for these circumstances can be found in the section on Domestic Violence Leave.

- All full time non-certificated employees will receive 5 days (40 hours) of PSL at the beginning of each school year (based on a 10-month school year).
- All part time employees will receive 3 days (24 hours) of PSL at the beginning of each school year (based on a 10-month school year).
- All certificated employees will receive 8 days (64 hours) of PSL at the beginning of each school year (based on a 10-month school year).

If an employee is hired mid-year, he or she will receive three PSL days (24 hours) on their first day of employment for use during the remainder of that school year.

If an employee is not actively employed at the beginning of the school year (e.g., because the employee is on a leave of absence), they will receive three PSL days (24 hours) on their first day of returning to work for use during the remainder of the school year.

PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees at the beginning of each school year. Eligible employees may use PSL beginning on the 90th day of employment. PSL may be taken in minimum increments of one hour. PSL days do not carry over from year to year. Employees will not receive pay in lieu of unused PSL. Unused PSL will not be paid out upon termination.

FAMILY AND MEDICAL LEAVE ACT (FMLA) / CALIFORNIA FAMILY RIGHTS ACT (CFRA)

The Family and Medical Leave Act and California Family Rights Act entitle employees who have worked at least 1,250 hours in the previous 52 weeks (one year) to take up to 12 weeks of leave in a 12- month period.

Leave may be taken for the following reasons:

- The employee's own serious health condition (FMLA/CFRA)
- A qualifying exigency relating to a close family member's military service (FMLA only)
- Up to 26 weeks per 12-month period to care for an ill or injured service member (FMLA only)
- Bonding with a newborn, an adopted child or a child placed in foster care with an employee (FMLA/CFRA)
- Caring for a family member (parent, parent-in-law, child, spouse) with a serious health condition (FMLA/CFRA)
- Caring for a registered domestic partner with a serious health condition (CFRA only)

These laws do not apply to situations in which a parent must take off one or more days from work to care for a child with a minor illness.

The employee is required to provide a certificate from a health care provider which indicates the following:

- The date the serious health condition started
- The probable duration of the condition; an estimate of the time the doctor believes the employee will need to be off work or need to care for the ailing relative
- In the case of caring for a relative, a statement from the patient's healthcare provider that the patient's serious health condition warrants participation of a family member in providing care

The employee must give 30 days' notice or, in the case of an emergency, as much notice as possible. The leave may be taken all at once, or in intervals.

If an employee's own serious health condition continues beyond 12 weeks, OCEAA cannot guarantee reinstatement to their position, but will review the circumstances to determine whether further leave time would be a reasonable accommodation without causing undue hardship to the school. If an employee does not return to work as scheduled at the end of a leave without obtaining prior approval for continued leave, they will have been considered to have voluntarily resigned their position with the school.

PREGNANCY DISABILITY LEAVE OF ABSENCE

The school will grant an unpaid pregnancy disability leave up to a maximum of four months (or 17 1/3 weeks or 693 hours) if an employee is disabled because of pregnancy, childbirth, or a related medical condition.

The leave does not have to be taken in one continuous period. The school must receive reasonable advance notice of a need for a pregnancy disability leave. In addition, the school must receive a healthcare provider's statement certifying the last day that can be worked and the expected duration of the leave.

If an employee's pregnancy disability leave runs simultaneously with a holiday break and the break is five or more days, it does not count against the four months of pregnancy disability leave; but the holiday break will be unpaid during the pregnancy disability leave. An employee on pregnancy disability leave must return to work and complete one full week of work prior to a holiday break to be eligible for payment from the school during that holiday break.

Since pregnancy disability leave is without pay, PTO or sick leave may be used to supplement any disability benefits. At no time will an employee receive a greater total payment than their regular compensation. If requested by the employee and recommended by the employee's physician, the employee's work assignment may be temporarily changed as required to protect the health and safety of the employee and their child.

If an employee is participating in OCEAA's health plan at the time pregnancy disability leave commences, OCEAA will continue the benefits in effect for the duration of the leave up to a maximum of four months. The health insurance benefits will be subject to the same terms and conditions as if the employee had not taken the leave.

Upon the submission of a medical certification from a health care provider that an employee is able to return to work, the employee will be reinstated to their original or an equivalent position, so long as it was not eliminated for a legitimate business reason during the leave.

ALCOHOL AND DRUG REHABILITATION LEAVE

Pursuant to California law, the school will reasonably accommodate any eligible employee who wishes to voluntarily enter and participate in an alcohol or drug rehabilitation program, provided that the accommodation does not impose an undue hardship on the school. The school does not provide paid time off for participation in an alcohol or drug rehabilitation program. However, you may utilize accrued PTO if you want compensation for this time off. If you do not have accrued PTO available, you will be permitted to take the time off without pay.

This policy in no way restricts the school's right to discipline an employee, up to and including termination of employment, for violation of the school's Drug and Alcohol-Free Workplace Policy.

ORGAN AND BONE MARROW DONOR LEAVE

OCEAA provides eligible employees up to 30 workdays of paid leave and up to 30 workdays of unpaid leave in a 12-month period to donate an organ to another person, and up to five workdays of paid leave in a 12-month period to donate bone marrow to another person.

To be eligible, employees must have been with OCEAA for at least 90 days immediately preceding the commencement of leave. To request such leave, a written verification indicating the donor match and medical necessity for the organ or bone marrow donation must be presented. The medical necessity certification must come from a medical doctor or surgeon. During such leave, the school will continue coverage under its group medical insurance plan, if applicable. However, employees must continue to pay their portion of the applicable premiums. Employees should give the school as much notice as possible of the intended dates upon which the leave would begin and end.

PERSONAL LEAVE OF ABSENCE

The school may grant a discretionary leave of absence to employees in certain circumstances. It is important to request any leave in writing as far in advance as possible, to keep in touch with your supervisor and the Business Office during your leave, and to give prompt notice if there is any change in your return date. If your leave expires and you have not contacted your supervisor or the school, the school will assume that you do not plan to return and that you have voluntarily terminated your employment.

Unless otherwise required by law, the school does not continue to pay premiums for health insurance coverage for employees on personal unpaid leaves of absence. However, if eligible, you may self-pay the premiums under the provisions of COBRA.

MILITARY AND RESERVE LEAVE (USERRA)

OCEAA abides by all provisions of the Uniformed Services Employment and Reemployment Act (USERRA) and grants military leave to all eligible full-time and part-time employees.

An employee's salary will not continue during military leave unless required by law. Employees may request to use available PTO while on military leave. Benefit coverage will continue for 31 days.

For leaves lasting longer than 31 days, employees are eligible to continue health benefits under COBRA. The maximum Military and Reserve Leave benefits are for a cumulative of five years.

Upon return from military leave, employees will be reinstated with the same seniority, pay, status and benefit rights that they would have had if they had worked continuously.

Employees must apply for reinstatement within 90 days of discharge from the military. Employees who fail to report for work within the prescribed time after completion of military service will be considered to have voluntarily terminated their employment.

If employees are reservists in any branch of the Armed Forces or members of the National Guard, they will be granted time off for military training. Employees may elect to have their reserve duty period be paid with any available vacation or personal days.

MILITARY SPOUSE/REGISTERED DOMESTIC PARTNER LEAVE

Employees are entitled to up to 10 days of unpaid leave when their military spouse or registered domestic partner is home on leave from active service in the Armed Forces, National Guard or Reserves. The leave must take place while the employee's military spouse or registered domestic partner is on leave from deployment to an area of "military conflict", defined as a period of war declared by Congress or authorized under the Federal Armed Forces Code. To be eligible for this leave, an employee must be working an average of 20 or more hours per week and must request leave from the Business Office within two business days of receiving official notice that their military spouse or registered domestic partner will be on leave from deployment. Any available PTO may be used for all or some of the time off.

VOLUNTEER CIVIL SERVICE LEAVE

OCEAA employees who are Civil Service Volunteers may be called away during work hours to help in an emergency or need time off to go through training. It is an employee's responsibility to provide as much reasonable advance notice as possible when emergencies arise.

The Business Office must be notified at time of hire of an employee's Civil Service Volunteer status to be considered for a leave opportunity if the need arises. Certification of Civil Service Volunteer status must also be provided at the time of request for such leave. If an employee intends to sign up to become a Civil Service Volunteer, they are required to inform the Business Office and provide certification once eligible.

CIVIL AIR PATROL LEAVE

OCEAA employees, who have been with the school for at least 90 days, are allowed up to 10 days of unpaid leave per year for Civil Air Patrol duty. To be eligible for this leave, an employee must be a volunteer member of the California Wing of the Civilian Auxiliary of the U.S. Air Force Civil Air Patrol responding to an emergency operation mission.

DOMESTIC VIOLENCE AND SEXUAL ASSAULT LEAVE

An employee of OCEAA who is victimized by domestic violence may request time off to attend legal proceedings and to ensure their health, safety, or welfare, or that of their child. This leave extends to victims of sexual assault or stalking as well. The leave is unpaid; however, available sick time may be used. Reasons for taking the leave are

- To obtain a temporary or permanent restraining order or other court assistance
- To seek medical attention for injuries caused by domestic violence or sexual assault, or stalking
- To obtain services from a shelter, program, or rape crisis center because of domestic violence, sexual assault, or stalking
- To obtain psychological counseling related to an experience of domestic violence, sexual assault, or stalking
- To participate in safety planning and take other actions to increase safety from future domestic violence, sexual assault, or stalking, including temporary or permanent relocation.

If an unscheduled absence or emergency court appearance is required for the health, safety, or welfare of the employee or a child, the employee must provide certification of the absence within a reasonable time after the court appearance. Certification shall be any of the following:

- A police report indicating that the employee was a victim of domestic violence or sexual assault
- A court order protecting or separating the employee from the perpetrator of an act of domestic violence or sexual assault

- A court order or other evidence from the court or prosecuting attorney that the employee appeared in court
- Documentation from a medical professional, domestic violence advocate, health care provider, or counselor that the employee was undergoing treatment for injuries or abuse resulting in victimization from an act of domestic violence or sexual assault

Employees have the right to ask the school for help or changes in their workplace to make sure they are safe at work. The school will engage in a timely, good faith and interactive process to provide reasonable accommodations for employees who are victims of domestic violence, sexual assault or stalking upon request to protect the safety of the employee while at work. Such reasonable accommodations may include implementation of safety measures including a transfer, reassignment, modified schedule, changed work telephone, changed workstation, installed lock or safety procedures. The school may request certification from the employee requesting the accommodation that the employee is a victim of domestic violence, sexual assault, or stalking. The school is not required to provide an accommodation which is an undue hardship on the school's business operations or that interferes with the school's obligation to provide a safe and healthful working environment for all employees.

OCEAA will make reasonable efforts to maintain the confidentiality of an employee who requests leave under this section.

CRIME VICTIMS LEAVE

If an employee, or immediate family member, is the victim of a violent or serious felony, or a felony relating to theft or embezzlement, the employee may take unpaid leave to attend the judicial proceedings related to that crime. An immediate family member is a spouse, domestic partner, child, stepchild, brother, stepbrother, sister, stepsister, mother, stepmother, father, or stepfather, child of a domestic partner or in-law.

If an employee needs time off for this purpose, the employee must provide reasonable advance notice to the Business Office, in writing, and provide a copy of the notice of each scheduled judicial proceeding. If an unscheduled absence occurs, or advance notice is not provided or feasible, the employee must provide documentation evidencing the judicial proceeding from one of the following:

- The court or government agency that set the hearing
- The district attorney or prosecuting attorney's office
- The victim/witness office that is advocating on behalf of the victim

OCEAA will take reasonable steps to keep any records regarding the use of crime victims leave confidential.

WITNESS LEAVE

Non-exempt employees who are called for witness duty will be provided up to three days of paid time off for their witness services. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Employees may elect to use any accrued PTO during witness duty leave.

If an employee must serve as a witness within the course and scope of their employment with the school, the school will provide time off with pay.

JURY DUTY

OCEAA's policy is to encourage all employees to serve on jury duty. However, because of school schedules and hardship that can ensue when an employee is off work for jury duty, the school requests that faculty request a postponement of reporting to jury duty for a period of time when school is not in session. This can be during school break weeks. Faculty members are further encouraged to defer jury duty to times when school is closed (e.g. summer break months).

Upon receipt of notice of required jury duty, employees should promptly notify their direct supervisor. Upon return to work, documentation from the Jury Commissioner's office attesting to jury service must be submitted to the Business Office. Jurors on court standby are expected to report to work whenever possible.

Non-exempt employees who are called for jury duty will be provided up to three days of paid time off for their juror services. Exempt employees will receive their regular salary unless they do not work any hours during a workweek. Employees may elect to use any accrued PTO during jury duty leave.

TIME OFF TO VOTE

If an employee does not have enough time outside of working hours to vote in a statewide election, they may take time off from work to vote. Time off should be taken at the beginning or end of the regular workday, up to a maximum of two hours without loss of pay. At least two days' notice that time off to vote is needed must be provided. In the case of a faculty member, time off should be taken during a preparation or non-teaching period. It should be noted that polling places are open from 7:00am until 8:00pm, enabling, in most circumstances, enough time outside of working hours to vote.

SCHOOL APPEARANCE OR ACTIVITIES LEAVE

Any employee who is a parent or a guardian of a child, or grandparent who has custody of a grandchild, in a licensed day care facility or kindergarten through twelfth grade, may take up to 40 hours each calendar year, not exceeding 8 hours in any calendar month of the calendar year, to participate in school meetings regarding their child or activities of the school or licensed day care facility of any child or grandchild if the employee, prior to taking the time off, gives reasonable notice to OCEAA.

An employee does not have to be residing with the child in order to be entitled to school appearance leave as a parent. However, an employee must have custody of the grandchild in order to be eligible for school appearance leave as a grandparent. Time off may also be taken under this leave policy to find a school or a licensed childcare provider, for school enrollment or re-enrollment, and to address childcare provider or school emergencies.

PTO may be used for a school appearance or activities leave. If time off hours are not available, time off will be granted as unpaid.

BEREAVEMENT LEAVE

In the event of a death in a regular full-time employee's immediate family, up to three working days off with pay will be granted to handle family affairs and attend the funeral. If a funeral is out of state, five days will be granted. All other employment categories do not receive paid bereavement leave. If an employee wishes to extend their leave or if they are not eligible for paid leave, they may use PTO or take the time as unpaid. Extended leaves must be approved an employee's direct supervisor. Immediate family is defined as spouse, domestic partner, children, parents, grandparents, grandchildren, siblings, in-laws, or persons who have raised the employee.

COMMUNICATION

OPEN DOOR POLICY

OCEAA cannot successfully achieve its goals without effective communication. OCEAA continually strives to provide a work environment throughout the organization that encourages open dialogue. The most important working relationships occur between an employee and their team, assigned mentor and/or School Director. For this relationship to remain effective, program directors must be aware of employee concerns. It is therefore very important for employees to discuss their ideas, concerns and suggestions with the Administrators or members of the Business Office. This communication is encouraged.

OCEAA further believes that employees should be informed about school related issues that affect them and be provided with the information needed to perform their jobs properly. It is the school's desire to create an environment that encourages the flow of information and ideas among people in all jobs.

INTERNAL COMPLAINT REVIEW POLICY

Orange County Educational Arts Academy ("OCEAA" or the "Charter School") has adopted this Internal Complaint Review Policy to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Executive Director or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

Internal Complaints (Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably feasible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director or designee:

1. The complainant will bring the matter to the attention of the Executive Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed complaint form to the Chair of the School's Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequences to employment.

Policy for Complaints Against Employees (Complaints by Third Parties Against Employees) This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Board President (if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Executive Director (or designee) shall abide by the following process:

1. The Executive Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Executive Director) or the School Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

SCHOOL PHONES AND VOICE MAIL

Teachers are expected to:

- Update voice-mail greetings before the first day of school.
- Check voicemail daily before and after school.

There may be times when the school, in order to conduct business, will utilize its ability to access your voice mail

EMPLOYEE BULLETIN BOARDS

OCEAA maintains official employee bulletin boards throughout the school. These bulletin boards post legal and work-related notices. Special notices and information for employees will also be posted on the bulletin boards. Employees should check the boards regularly.

SAFETY, SECURITY, AND HEALTH

DISASTER DRILLS AND PREPAREDNESS

Fire drills, earthquake drills and lockdown drills will be conducted on a regular basis. Faculty and staff will be given instructions and supplies to be used in the event of a disaster. It is the responsibility of all OCEAA employees to familiarize themselves with the OCEAA Disaster Preparedness Plan.

In the event of a disaster or an emergency, an alarm will sound. Upon hearing the alarm, follow the school's procedures and calmly proceed to the nearest exit and vacate the building. If you are already outside, go to a clear area. When leaving your work area, you are asked to take your personal wallets and purses with you for security reasons. Staff is assigned to check their areas to ensure that all personnel and students have vacated the property. Staff members are required to stay with students until they have been released to leave by their supervisor or an administrator. Staff members are expected to have reviewed and understand OCEAA's disaster and emergency procedures, which include signing in and out daily of the campus check in and out book.

MAINTAINING A SAFE WORKPLACE

We strive to provide a safe school for our employees and our students. Safety is every employee's responsibility, and all employees are expected to do everything reasonable and necessary to keep the school a safe place to work. Any unsafe or hazardous conditions should be reported directly to the Business Office. Every effort will be made to remedy problems as quickly as possible.

In compliance with California law, and to promote the concept of a safe workplace, OCEAA maintains an Injury and Illness Prevention Program (IIPP). The IIPP is available for review by employees in the Business Office.

The following safety policies and procedures should be reviewed frequently to ensure they are always in focus while at school.

- Universal precautions should be used when administering first aid or handling bodily fluids.
- Lifting should always be done with the legs; not with the back.
- Fire exits and emergency evacuation procedures should be memorized.
- Parking and speed regulations must be observed when entering or leaving the parking lot.
- Cell phone use for anything other than a hands-free conversation while driving in the parking lots is not allowed. No texting while driving!
- Classrooms and work areas should be kept neat and orderly.
- Wipe up spills immediately.
- Be alert for student actions. If students are being unsafe, help them understand how their behavior is unsafe and brainstorm other things they could do.
- Keep doorways and walkways clear.
- Store items in a way that will not allow for them to fall.
- Do not open more than one upper drawer at a time, particularly the drawers on file cabinets.
- Use stepping stools or ladders for reaching. Do not use boxes, swivel chairs, furniture or anything not intended for stepping up as a step stool.

EMPLOYEE ACCIDENTS OR INJURIES

No matter how insignificant an on-the-job injury may seem when it occurs, the Business Office must be notified immediately. Failure to report accidents can result in a violation of legal requirements and can lead to difficulties processing insurance and benefit claims.

WORKERS' COMPENSATION

OCEAA maintains workers' compensation insurance coverage to provide insurance benefits for medical treatment and wages that may be lost due to a work-related illness or injury.

Any employee who sustains an on-the-job injury should immediately report the injury to the Business Office. The Business Office will provide the employee with a claim form within 24 hours of being notified, along with further instructions for receiving medical attention.

If an employee is eligible to receive benefit payments under workers compensation insurance, they may request that any available PTO and/or sick leave be used to supplement their benefit payments. This will be coordinated to ensure that the PTO and/or sick leave, when added to the benefit payment, will not exceed an employee's regular earnings.

If an employee can return to work in a limited capacity, the school will make every effort to provide a modified work assignment until the employee is medically released to return to their regular position.

OCEAA will investigate the circumstances surrounding any injury, document any findings, and use this information to prevent future injuries.

OCEAA may not be responsible for the payment of workers' compensation insurance benefits for any injury or illness which arises out of an employee's voluntary participation in an off-duty recreational, social, or athletic activity which is not part of the employee's work-related duties.

Workers' compensation fraud is illegal in California. Any person who files or contributes to the filing of a fraudulent workers' compensation claim may be subject to imprisonment in the State prison for up to five years, or a fine up to \$50,000, or both.

PARKING

Employees may use parking facilities as directed by their supervisors. The school is not responsible for any loss or damage to employee vehicles or contents while parked on school property.

DRIVING ON SCHOOL BUSINESS

Employees who are required to drive their own vehicle on approved school business will be required to show proof of a current, valid license and proof of current insurance coverage which meets the California State minimum requirements. The school retains the right to transfer to an alternative position, suspend, or terminate an employee whose license is revoked or who fails to maintain personal automobile insurance coverage. Employees who drive their own vehicles on approved school business will be reimbursed at the per mile rate established by the Internal Revenue Service.

Pursuant to applicable law and safety standards, employees whose job responsibilities include regular or occasional driving and who are issued a cell phone for business use must refrain from using their phone while driving unless they are using a hands-free device. Safety must come before all other concerns. Thus, unless an employee is using a hands-free device in a safe manner, they must safely pull off to the side of the road and safely stop the vehicle before placing, accepting, or continuing a call. Sending or reviewing text messages while driving is also prohibited.

Employees whose job responsibilities do not specifically include driving as an essential function, but who use a cell phone for business purposes, whether issued by the school or not, are also expected to abide by the provisions above. Under no circumstances are employees allowed to place themselves, students, or others at risk to fulfill business needs.

Any employee who fails to comply with this policy will be deemed to have engaged in grossly negligent conduct beyond the course and scope of their employment. As a result, any employee who is charged with a traffic violation or incurs any other form of liability resulting from a violation of this policy will, to the extent allowed by applicable law, be solely responsible for any such liability. Violations of this policy will be subject to disciplinary action, up to and including termination.

SCHOOL SECURITY

The security of the campus, as well as the welfare of employees and students, requires that you be constantly aware of potential security risks. Be aware of persons loitering for no apparent reason (including in parking areas, walkways, entrances/exits). Report any suspicious persons or activities to the Business Office, an Administrator, or your supervisor.

Each OCEAA employee is responsible for seeing that doors are locked behind them as they vacate rooms. Assigned school keys are the responsibility of the employee to whom they have been assigned. School keys must be used properly and, if lost, immediately reported to the Business Office.

There is a fee for lost items:

- Annex/Main Building Master door key \$1,000.00 as OCEAA will need to re-key and re-issue new keys to all employees.
- Parking Card \$25.00
- Parking FOB \$25.00
- Annex Parking Permit \$5.00
- Classroom/Office Key \$15.00

WORKPLACE ANTI-VIOLENCE POLICY

OCEAA recognizes that violence in the workplace is a growing nationwide problem necessitating a firm, considered response. We believe that the safety and security of employees and students is paramount. Therefore, the school has adopted this policy regarding workplace violence to help maintain a secure workplace.

Acts or threats of physical violence, including intimidation, harassment, and/or coercion, that involve or affect the school, occur on school property, or occur in the conduct of school business off property will not be tolerated. This prohibition against threats and acts of violence applies to all persons involved in school operations, including, but not limited to, school students, parents, employees, independent contractors, temporary employees, vendors and anyone else on school property or conducting school business off property. Violations of this policy, by any individual, may result in disciplinary action, up to and including termination and/or legal action as appropriate.

Always ensure that all visitors have signed the visitor log and are wearing appropriate visitor tags/badges. Suspicious persons or activities should be reported to the Business Office or an Administrator. The security of facilities and the welfare of our students and employees depend on the alertness and sensitivity of every individual to potential security risks. You should immediately notify the Business Office or an Administrator when any person(s) are acting in a suspicious manner in or around the facilities or when keys, security passes, or identification badges are missing.

SCHOOL PROPERTY

Desks, files, copiers, lockers, and supplies, both office and household, are property of OCEAA and must be maintained according to school rules and regulations. They must be kept clean and are to be used only for school-related purposes. The school reserves the right to inspect all school property to ensure compliance with its rules and regulations, without notice to the employee and/or in the employee's absence.

Prior authorization must be obtained before any school property may be removed from the campus. All school property must be immediately returned upon termination of the employment relationship.

EMPLOYEE PROPERTY

For security reasons, employees should not leave personal belongings of value in the workplace. Employees are responsible for the security of their personal belongings. The school is not responsible for any lost or stolen personal items at work. Terminated employees should remove any personal items at the time they leave the school. Personal items left in the workplace by previous employees are subject to disposal if not claimed at the time of the employee's termination unless the parties have arranged otherwise.

LACTATION ACCOMMODATION

California law requires reasonable lactation accommodation for employees who wish to express breast milk for their infant when they return to work. It is the right of any employee needing a lactation accommodation to request an accommodation by contacting the Business Office.

Employees may use paid rest break times.

OCEAA will provide a private place to express milk near the employee's work area, or the employee's normal work area may be used if it allows privacy. The school will ensure the lactation area is safe, clean, and free of hazardous material; contains a surface to place a breast pump and personal items; contains a place to sit; and has access to electricity. There will also be access to a sink with running water and a refrigerator suitable for storing breast milk.

If an employee feels their right to lactation accommodation has been violated, they may file a complaint with the Labor Commissioner.

DRUG AND ALCOHOL-FREE WORKPLACE POLICY

OCEAA recognizes the importance of maintaining a safe, efficient, and healthy work environment. The use of drugs/alcohol on the job may adversely affect the quality of work and the performance of employees, may pose serious safety and health risks to the user and others, and may have a negative impact on the services we provide our students.

OCEAA absolutely prohibits any use, sale, purchase, or possession of any illegal or non-prescribed drug by its employees at school or elsewhere during work hours. Employees are prohibited from being under the influence of alcohol and/or any non-prescribed drug in performing their duties while on or off OCEAA property. Driving a vehicle for OCEAA business while impaired by alcohol or drugs is grounds for termination.

If an employee is taking a prescription medication that causes impairment, the school requires they be on medical leave until their medical provider has determined they can be medically released for work. A fitness for duty medical certification, ensuring the employee can work effectively and without impairment, must be provided prior to an employee returning to work.

California legislation has legalized medical and recreational use of marijuana. However, it remains OCEAA policy that the use of marijuana, or being under the influence of marijuana, during the workday or on school property is still strictly prohibited.

Employees who suspect they have an alcohol or drug problem may request a leave of absence to enroll in a drug and/or alcohol rehabilitation program. The employee will bear the costs of the program (in conjunction with their health insurance benefits) and may use available PTO and/or sick leave necessary for participation. Any employee who volunteers to enter an alcohol or drug rehabilitation program will be provided reasonable accommodation if it is not an undue hardship for OCEAA.

Entrance into a treatment program does not relieve an employee of the obligation to maintain the same job performance standards as for other employees, and participation will not prevent OCEAA from administering discipline for violation of its policies or relieve the employee of their responsibility to perform in a satisfactory, safe and efficient manner. Employees who are given the opportunity to seek treatment and/or rehabilitation, but fail to successfully overcome their dependency or problem, will not automatically be given a second opportunity to seek treatment and/or rehabilitation. Confidentiality of records and information relating to treatment will be maintained in accordance with all State and Federal laws.

Employees whose performance or behavior while on OCEAA property, or elsewhere during the workday, gives rise to a reasonable suspicion that the individual is impaired, will be required to undergo an immediate medical evaluation to determine fitness for work and appropriate tests designed to detect the presence of such substances. Employees who test positive for alcohol or controlled substances may be terminated.

SMOKE AND VAPE-FREE ENVIRONMENT

As a provider of education for minor children, and out of respect to other employees, OCEAA observes a no smoking/no vaping policy throughout the school premises. Employees who wish to smoke must limit their smoking to meal and rest periods and must do so off premises. This policy applies to cigars, cigarettes, chewing tobacco, e-cigarettes, and vaping devices.

STANDARDS OF CONDUCT

EMPLOYEE INTERACTIONS WITH STUDENTS

At OCEAA, all of us show up every day to make a difference and do it in the most incredible ways possible. The satisfaction in doing what we do is immeasurable and, with the daily rewards of being able to work with the most amazing students, it is also humbling as we realize the great responsibility we have been given.

Positive Employee-Student Relations

Our students always come first. We must always keep at the forefront our commitment to ensuring each one of our students is respected in all ways every day. Following are some important actions to keep in mind as we do what we do to support our students.

- Stay positive. Respectful communication goes a long way.
- Personal space is just that. Student interactions are much more effective with built-in reasonable personal space.
- Sometimes students may cross personal boundaries. If so, we need to step in, stop it and correct it.
- In partnership with parents, informing them when a significant issue develops with their child strengthens the foundation of that partnership and the success of their child.
- The Administration is always available to help if a conflict arises with a student. Pulling in assistance from the Administration can provide additional perspective and creative problem solving.
- Bullying is not welcome in our part of our world. Unfortunately, it can take many forms, so we must be mindful, alert interventionists.
- We are all role models. Our students see us. Let them see admirable behavior that walks the talk and stands up when others do not.
- Our students are individual, creative, and thirsting for self-discovery. Gender identification and expression is personal and deserves our utmost respect.
- Needing to spend some after-school time with students is always going to come up. Keep it simple and easy.
- We are entrusted with the learning, development, and growth of some very incredible young people. This great responsibility calls on us to protect the confidentiality of all student matters.

Unacceptable Employee-Student Relations

As important as it is that we focus on appropriate interactions with students, we must be mindful of what is unacceptable and for which OCEAA has zero tolerance. The following is an illustrative list of unacceptable behavior, which includes, but is not limited to:

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of any kind
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from the school
- Making, or participating in, sexually inappropriate comments
- Sexual jokes or jokes/comments with sexual double entendre
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a student to gain their support and understanding
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without parental permission
- Being alone in a room with a student at the school with the door closed
- Allowing students in your home without signed parent permission for a preplanned and pre-communicated educational activity that must include the presence of another educator, parent, or other responsible adult
- Remarks about the physical attributes or physiological development of anyone

- Excessive attention toward a particular student
- Sending e-mails, text messages, instant messages, social media messages, or letters to students if the content is not about school activities and not in accordance with applicable school policies or in violation of the school's Social Media Policy
- Being "friends" with a current student on any personal or non-school social media website
- Communicating with students or parents/guardians in violation of the school's Social Media Policy
- Engaging in inappropriate and/or unprofessional communications with students on school social media
- Using profanity with or to a student
- Involving students in non-educational or non-school related issues, including, but not limited to, the employee's employment issues

When any employee, parent, or student becomes aware of an employee having crossed the boundaries specified in this policy, they must promptly report the suspicion to the Business Office or an Administrator. All reports shall be kept as confidential as possible. Prompt reporting is essential to protect students, the suspected employee, any witnesses, and the school. Employees must also report to the Administration any awareness of, or concern about, student behavior that crosses boundaries or any situation in which a student appears to be at risk for sexual abuse.

The Administration will promptly investigate any allegation of a violation of the Employee Interactions with Students Policy, using such support staff or outside assistance as they deem necessary and appropriate under the circumstances, unless the allegation also constitutes a reportable allegation under California Penal Code section 11166. In the event the allegation also constitutes such a reportable allegation, the Administration shall comply with the legal requirements of immediately reporting the allegation to a child protective agency and shall follow up such report with a written report with thirty-six (36) hours.

If the allegation is only a violation of the Employee Interactions with Students Policy, but not a violation of California Penal Code section 11166, the Administration shall conduct an investigation as set forth above. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, will protect the privacy interests of any affected student(s) and/or employee(s), including any potential witnesses, to the fullest extent possible. Violations of this policy may result in disciplinary action, up to and including termination. When appropriate, violations of this policy may also be reported to authorities for potential legal action.

BEHAVIORAL EXPECTATIONS

When groups of people are working together, it is important that guidelines are established pertaining to conduct and relationships. Accordingly, employees must be aware of their responsibilities to the school and to colleagues. Courtesy, tact, and helpfulness are expected in order to reinforce the positive reputation OCEAA employees have worked hard to establish. Professional behavior is expected from all staff members at all times. These expectations include, but are not limited to:

- Seek first to understand, then to be understood.
- Be respectful.
- Defend the absent.
- Go to the source.
- Be kind.
- Assume positive intentions.

When differences arise, they should remain entirely within a professional context. It is obviously detrimental, as well as unethical, for employees to talk with parents or students in a manner which demeans the competence of their colleagues; even idle collegial gossip can seriously divide and erode morale. Sensitivity, courtesy, and respectfulness are essential elements of healthy relationships.

UNACCEPTABLE CONDUCT

In order to give some guidance concerning unacceptable behavior, the following are examples of types of conduct considered impermissible. Employees who engage in misconduct or whose performance is unsatisfactory may be subject to disciplinary action up to and including termination. Although there is no way to identify every possible violation of standards of conduct, the following is a partial list of infractions, which will result in corrective action:

- Falsification of employment records, employment information, or other school records. This includes making false statements or omitting material information in the application procedure for employment.
- Falsifying any time record.
- Theft, damage, or destruction of any school property or the property of any employee or student.
- Removing or borrowing school property without prior authorization.
- Unauthorized use of school equipment, time, materials, or facilities.
- Provoking a fight or fighting during working hours or on school property.
- Participating in horseplay on school time or on school premises.
- Carrying firearms or any other dangerous weapons on campus at any time.
- Causing, creating, or participating in a disruption of any kind during working hours on school property.
- Insubordination, including, but not limited to, failure or refusal to obey the legitimate orders or instructions of a supervisor or administrator, or the use of abusive or threatening language toward a supervisor or administrator.
- Using abusive, profane, threatening, indecent, or foul language and/or having inappropriate physical contact with students, parents, or other employees at any time on school premises.
- Unreported absences.
- Failure to observe working schedules, including meal and rest periods.
- Sleeping or malingering on the job.
- Working overtime without authorization or refusing to work assigned overtime.
- Working “off the clock” or failing to record or report all hours worked.
- Failing to keep confidential information pertaining to parents, students, or vendors.
- Violation of any safety, health, security, or other school policies, rules, or procedures.
- Committing a fraudulent act or a breach of trust under any circumstances.
- Engaging in unlawful harassment, discrimination, or retaliation.
- Making false or malicious statements about any employee, parent, or student, or about the school.
- Gambling of any type on school premises.
- Unauthorized use of cameras or other recording devices on school premises.
- Intentionally supplying false information in order to obtain a leave of absence or other benefits from the school.
- Poor attendance, including, but not limited to, habitual tardiness and/or absenteeism, leaving early without permission, absence from work without permission, and abuse of time during work hours.
- Unsatisfactory work performance.
- Unfit for service, including the inability to appropriately instruct or associate with students.

- Performing unauthorized work on school time.
- Failure to observe designated areas limiting eating, drinking, or other activities.
- Smoking or using tobacco products on school property.
- Not following public health and school policies related to COVID-19 protocols and processes.

VIRTUAL MEETING ETIQUETTE

As virtual meetings continue to become more and more prevalent in our workday, it is only prudent to address etiquette that should be observed when participating in virtual meetings.

Be prepared. Do not sign on at the time the meeting is scheduled to start. Signing on 5-10 minutes prior to the start of the meeting will give you time to ensure your connection is good, you have the correct link, video and audio are working properly and you have notified those around you that you will be starting a meeting shortly.

Be on time. This goes hand-in-hand with being prepared. The scheduled start time for the meeting is when everyone is expected to be in place and ready to begin. Don't be the person who has to get a reminder text.

Use the video. If you are attending a meeting, please show up. That means turning your video on. If you are participating in a webinar, then it is not necessary to have your camera on. Having a picture up or just a black screen with your name is not being fully part of the meeting.

Everyone is watching. In an in-person meeting, people are generally looking at whomever is speaking. However, in a virtual meeting, that may not be the case. In a virtual meeting you must assume that everyone is looking at you all the time. It is not a time to multi-task, primp, or text.

Be mindful of your background. This isn't about what is behind you in your personal space, even though you may want to pull your pajamas off the bookshelf. This is about virtual backgrounds. Just as we dress for our professional environment, our virtual backgrounds must be consistent with our professional environment. Backgrounds should not reflect topics that are political, religious, or prone to any interpretation that some may find inappropriate for a virtual meeting setting.

ATTENDANCE STANDARDS

Punctuality and regular attendance are essential to the proper operation of our school. Employees are expected to report to work as scheduled, on time and prepared to start work. Employees also are expected to remain at work for their entire work schedule, except for meal periods and authorized absences. When absent or late, it places a burden on other employees and can impact productivity and the services we provide to our students.

If it is determined that an employee is unable to perform their duties at a satisfactory level due to the frequency or duration of tardiness and/or absences, disciplinary action up to and including termination may result.

ABSENCE REPORTING

If you are going to be late for work for any reason, please personally notify your Administrator as far in advance as possible and in any case no less than two hours before your shift starts so that proper arrangements can be made to handle your work during your absence. Of course, some situations may arise in which prior notice cannot be given. In those circumstances, please notify your Administrator as soon as possible. Because voicemail messages may go unheard for significant periods of time, leaving a voice mail message is not a sufficient method of notifying your Administrator—you must personally contact your Administrator in a timely manner.

If you are required to leave work early, you must also personally contact your Administrator and obtain their permission. If you are a teacher and will be late or absent, you must notify the Front Office to find coverage.

Employees also must inform their supervisor of the expected duration of any absence. Absent extenuating circumstances, you must call in on any day you are scheduled to work and will not report to work. Excessive, unexcused absenteeism will not be tolerated and, to the extent allowed by applicable law, may result in disciplinary action, up to and including termination.

NO CALL / NO SHOW

The importance of notifying the school if not coming to work or if you will be late, cannot be stressed enough. Failure to report an absence for three consecutive days may result in the school determining you have abandoned your position and you will have been considered to have voluntarily terminated.

CONFIDENTIAL INFORMATION

Each employee is responsible for safeguarding confidential information obtained in connection with employment at OCEAA. An employee may have access to confidential information regarding OCEAA, its students, parents, or fellow employees. Employees may not use, reveal, or divulge any such information unless it is necessary to do so in the performance of duties. Any conversation about a student or sensitive matter should be conducted in a private setting and only as necessary.

Access to confidential information includes, but is not limited to, all parent and student information, parent and student lists, lesson plans, techniques and concepts, marketing plans, design specifications, design plans, strategies, forecasts, writings, and all know-how and show-how whether or not protected by patent, copyright, or trade secret law. Personal, private information about other employees and personnel matters are also confidential if learned as a part of an employee's position.

As an employee of OCEAA you will, during the course of your employment, have access to and become familiar with confidential information that is owned by the school. An employee shall not, directly, or indirectly, disclose or use any of the foregoing information other than for the sole benefit of the school, either during the term of your employment or at any other time thereafter. This information shall not be disclosed except through normal channels and with authorization.

During your employment with the school, you will not be permitted nor required to breach any obligation to keep in confidence proprietary information, knowledge, or data acquired during your former employment. You must not disclose to the school any confidential or proprietary information or material belonging to former employers or others.

Although some written and electronic materials owned by the school may be considered to be public records, employees must refer any person seeking school records or information to the Business Office for handling. Failure to comply with this policy may result in disciplinary action, up to and including termination.

USE OF PHOTOGRAPHY / VIDEO ENABLED DEVICES

OCEAA has a responsibility to protect the privacy of its students and employees.

The school prohibits photography, audio, or video recordings in the workplace, during working hours, without authorization of the school due to privacy and confidentiality concerns and protections.

CONFLICT OF INTEREST POLICY

ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., OCEAA hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members and all other designated employees of Orange County Educational Arts Academy “OCEAA” (“Charter School”), as specifically required by California Government Code Section 87300. To learn more about OCEAA’s Board of Director approved policy visit: <https://oceaa.org/board-accountability/board-policies/>

OUTSIDE ACTIVITIES

The school recognizes the right of employees to engage in activities outside of their employment that are of a private nature and unrelated to the school’s business. However, employees may not engage in any outside activity, including outside employment, which presents an actual or potential conflict of interest. Such outside activities must not affect the employee’s work hours, interfere or conflict with the employee’s job duties, raise any ethical or conflict of interest concerns, or create any conditions that may impact the employee’s job performance. If an employee believes that there is a potential conflict of interest with their outside activities, the employee must obtain written approval that such outside activity does not create an actual or potential conflict of interest from an Administrator before engaging such outside activity.

Employees also may not use the school’s name, logo, supplies, equipment, or other property in connection with any outside activities. If you have any questions regarding the potential impact of any outside activities, including outside employment, please contact the Business Office prior to engaging in such activity.

LIMITATIONS ON STUDENT PLACEMENT IN A PARENT’S CLASSROOM

OCEAA will take all reasonable measures to avoid placing children in their parent's classroom. It is in the best interest of the child and the parent to have separation of the home and school environment as it may create disruptions. It is also important for OCEAA to have clear boundaries for our employees and having their child in their class blurs the lines of parent/employee. If there is no other option but to place the child in the parent's classroom, the parents of the other children in the class will be informed in writing of the situation without disclosing the child's name.

GIFTS

Improper personal gain may result not only when an employee or relative has a significant ownership interest in a company with which the school does business, but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving the School. The receipt of occasional flowers, candy, or gifts worth less than \$250.00 from parents, professional contacts, or vendors fall outside the intent of this policy and acceptance of such items is permissible. However, employees must obtain written approval from the Business Office before accepting any item worth in excess of \$250.00.

PERSONAL CELL PHONE USAGE

This section on personal cell phone usage is written with an assumption of an in-person learning environment. Consideration should be given to how these guidelines apply to remote learning and virtual meetings. In any of these circumstances, cell phones should be turned off and full attention be given to the virtual classroom or virtual meeting.

Undivided attention is required during instruction, during parent interactions, during staff meetings, any activities involving children and parents, and in all other instances of the workday. As such, personal cell phone use is not allowed in areas where there is high traffic and children are present, such as in the front office, the garden grill, during teaching times or during staff meetings.

Administrators must be accessible by radio at all times should an emergency arise.

Personal cell phones may be used in the classroom with advance administrator approval for applications that provide key instructional support to students. When not in use for approved purposes, personal cell phones should be placed out of sight and completely silenced to avoid disruption to the learning environment.

In the event of a field trip or other class outing where personal cell phones may be used for safety purposes, communication should be limited to school staff only. The school will not be responsible for lost or stolen cell phones or other personal property.

OCEAA does not provide a stipend or cell phone reimbursement of any kind. Usage of personal cell phones for work use purposes is at the discretion of each employee. Cell phones are provided by OCEAA to employees which require the usage of cell phones for work purposes.

DRESS AND PERSONAL APPEARANCE

Staff Dress Code Philosophy

Orange County Educational Arts Academy's (OCEAA) dress code encourages professionalism, comfort, and individuality. Our values revolve around maintaining a positive learning environment, diversity, and freedom of expression in a safe and professional setting. As educators and role models to our students and community, it is important that our attire reflects our school mission to nurture "effective learners, ethical people and culturally competent leaders who contribute to a better world" and is appropriate for the work we do.

Dress Code Policy:

- All staff should be able to dress comfortably for school and center their attire around professional effectiveness based on their role at the school.
- All staff should understand that they are responsible for managing their own personal "distractions" without regulating any other individual's clothing/self-expression.
- All staff to maintain a safe learning environment for all (images, signs, symbols or language that creates a hostile or intimidating environment are not allowed).
- All staff may wear clothing that expresses their identities without fear of discrimination.
- All staff should wear shoes that allow safe and expeditious movements, if necessary. Any open-toed shoes should have a heel strap.
- Staff attire should allow for adequate mobility and a quick response during emergency and crisis situations.

If any employee is uncertain as to what dress or attire is or is not acceptable, he or she should discuss it with the site administrator or the Human Resources Designee.

HOUSEKEEPING

All employees are expected to keep their work areas clean and organized. This is especially true during the current pandemic. We all need to do our part to keep our school as clean as possible. This includes ensuring that all trash is disposed of properly.

TECHNOLOGY RESOURCES

TECHNOLOGY RESPONSIBILITY AND CONDITIONS OF USE

Every user who is provided access to the school's Communications Systems is responsible for using the Communications Systems in accordance with this policy. Any questions about this policy should be addressed to the Business Office.

The School's electronic communications systems ("Communications Systems") includes, but is not limited to, computers, laptops, e-mail, telephones, mobile phones, tablets, text messaging, instant messaging, video conferencing, voice mail, facsimiles, and connections to the Internet and other internal or external networks.

The Communications Systems is the property of the school. It has been provided by the school for the sole purpose of conducting school-related business as well as other business that is approved by an administrator. All communications and information transmitted by, received from, or stored in these systems are school records and the property of the school.

To protect the integrity of the school's Communications Systems and the users against unauthorized or improper use of these systems, the school reserves the right, without notice, to limit or restrict any individual's use, and to inspect, copy, remove, or delete any unauthorized use of its Communications Systems upon authorization of an administrator or their designee. The school also reserves the right to periodically monitor the use of its Communications Systems and to access users' voice mail, Internet access, and e-mail for that purpose or any other business-related purpose upon authorization of an administrator or their designee.

PROHIBITED USE OF COMMUNICATION SYSTEMS

Users of the Communications Systems are strictly prohibited from using the Communications Systems to deliver a message that is harassing or offensive on the basis of race (including traits historically associated with race, such as hair texture, braids, locks, and twists), religion (including religious dress and grooming practices), color, sex (including pregnancy, childbirth, breastfeeding or related medical conditions), sex stereotype, gender identity, gender expression, transgender (including whether or not an individual is transitioning or has transitioned), sexual orientation, national origin (which includes, but is not limited to, national origin groups and aspects of national origin such as height, weight, accent, or language proficiency), ancestry, physical or mental disability, medical condition, genetic information/characteristics, marital status, domestic partner status, age, military or veteran status, immigration/citizenship status, or any other basis protected by Federal, State or local law, ordinance or regulation.

The school has policies against discrimination, harassment, and retaliation, and those policies apply to the use of the Communications Systems. Users are prohibited from using the Communications Systems for transmitting or making accessible annoying, offensive, defamatory, or harassing material or intentionally damaging or violating the privacy of information of others. Users are prohibited from using the Communications Systems to transmit, display, store, publish, or purposely receive any pornographic, obscene, or sexually explicit material.

Users must respect all copyrights and licenses to software and other online information, and may not upload, download, or copy software or other material through the Communications Systems without the prior written authorization of an administrator of the school.

Users must not alter, copy, transmit, or remove school information, proprietary software, or other files without proper authorization from the school.

Users are prohibited from reading, copying, recording, or listening to messages and information delivered to another person's e-mail or voicemail mailboxes without proper authorization, based on legitimate business reasons, from an administrator or their designee. Anyone who receives an electronic communication for which they are not the intended recipient must immediately inform the sender that the message was sent improperly and must delete the message from their e-mail and voicemail mailboxes.

INTERNET USAGE

Internet usage, like all computer resources at OCEAA, is a tool for facilitating the operation of the school. Maintaining data security of the school for all employees, students, and parents is of the utmost priority.

- Employees may use only their password and may not reconfigure or tamper with the network system in any way, nor attempt to access or alter files without proper authority.
- Commercial software is copyrighted, and each purchaser must abide by the licensing agreement published with the software. Violations of copyright laws are strictly against school policy and may subject an employee to disciplinary action.
- When using OCEAA Internet, no employee should have any expectation of privacy, as the school has access to all sites visited by employees.

EMAIL

Email is an effective means of communication with parents, colleagues, and others with whom we have professional relationships. Everything sent from an OCEAA email account reflects the sender as a professional and as a representative of the school. Email should be drafted with the same care, judgment, and responsibility that they would use when sending letters or memoranda written on school letterhead.

To convey the utmost in professionalism as we communicate with email, our signature lines should be consistent with what has been established for our school signature line information. The only personalization should be name and title. If in doubt about what your signature line should look like, please consult with your direct supervisor

Email should be checked every day, at least once in the morning and once at the end of the school day. Email from parents should be responded to within 24 hours. Erasing an e-mail message from a mailbox does not necessarily erase all copies of the message on the network. Archived copies may be stored for substantial periods of time and are subject to the provisions of this policy regarding content, review, access, and disclosure.

To maintain a level of professionalism in our communication with colleagues, families, potential families, and the community at large, all employees are expected to utilize their OCEAA email address. Using one's personal email address for communication related to OCEAA is against school policy.

SLACK/ Instant Messaging

Is another form of communication within OCEAA. Employees are welcome, but not required to, install Slack or use instant messaging on their personal devices. However, depending on the position it is expected that Slack be installed on OCEAA's devices.

CREATING AND USING SCHOOL SOCIAL MEDIA

Employees are only permitted to communicate and connect with parents and students on social media that is owned and operated by the school and only regarding school-related matters.

The IT Department, in addition to Administration, are responsible for approving requests for school social media, monitoring school social media for inappropriate and unprofessional content, and maintaining the social media account information (including, but not limited to, username and password). The school has final approval over all content and reserves the right to close the social media at any time, with or without notice. Any inappropriate or unprofessional communications may result in disciplinary action, up to and including termination.

To set up social media that is owned and operated by the school in compliance with this policy, employees must adhere to the following procedures:

- Request and obtain permission to create OCEAA social media from an administrator.
- Contact the IT Department to set up the social media. Provide the IT Department with the username and password that you would like assigned to the account. If you change the username and/or password, you must immediately update this information with the IT Department. Failure to do so may result in disciplinary action, up to and including termination.

Any social media created and/or used in violation of this policy may result in disciplinary action, up to and including termination.

SOCIAL MEDIA GUIDELINES

Social media, such as Facebook, Twitter, Pinterest, YouTube, LinkedIn and Instagram, provides OCEAA with a tremendous opportunity to communicate our mission, commitment, accomplishments and events to a wide audience of students, parents, prospective families, prospective employees, the academic community and the community at large. However, use of such online tools requires diligence and responsibility.

OCEAA has adopted the following policy regarding teacher and staff conduct on social networking sites as it pertains to both employee and student-initiated communication. This policy applies to situations when you: (1) make a post to a social media platform that is related to the school; (2) engage in social media activities during working hours; (3) use school equipment or resources while engaging in social media activities; (4) use your school e-mail address to make a post to a social media platform; (5) post in a manner that reveals your affiliation with the school; or (6) interact with school students or parents/guardians of school students (regarding school-related business) on the Internet and on social media sites.

To ensure we are always at the highest level of professionalism and appropriateness, the following guidelines have been established as a requirement for all OCEAA employees:

Model Appropriate Behavior. Exercise appropriate discretion when using social networks for personal communications (friends, colleagues, parents, former students, etc.) with the knowledge that adult behavior on social networks may be used as a model by our students. Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of school policy.

Friending Students/Alumni. Do not initiate or accept social network friend requests with current or former students under the age of 18. Use professional discretion when friending alumni 18 and over.

Other Friends. Remind all other members of your network of your position within the OCEAA community whose profile may be accessed by current or former students, and to monitor their posts to your network accordingly. Conversely, be judicious in your postings to all friend sites.

Groups in Your Social Network - Please consider our students and their view of everyone at OCEAA that is an integral part of their world. Associate with social networking groups consistent with healthy, pro-social activities and the mission and reputation of OCEAA, acting with sensitivity within the context of a diverse educational environment in which both students and adults practice tolerance and accept competing views.

Time on Social Sites. While it is acceptable to engage in limited and incidental social media activities at work, such social media activities may not interfere with your job duties or responsibilities.

Do not post confidential information. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.

Do not use your School-authorized e-mail address for personal use. This includes registering on social media websites, blogs, or other online tools utilized for personal use.

Be honest and accurate. Make sure you are honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Never post any information or rumors that you know to be false about the school, fellow employees, students, parents, vendors, suppliers, people working on behalf of the school, or competitors.

Express only your personal opinions. Never represent yourself as a spokesperson for the school unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with the school, make it clear that you are not speaking on behalf of the school and that your views do not represent those of the school, fellow employees, students, parents, vendors, suppliers, or other people working on behalf of the school. It is best to use a disclaimer such as “The postings on this site are my own and do not necessarily reflect the views of the school.”

In the event you have any questions about whether a particular social media activity may involve or implicate the school, or may violate this policy, please contact the Business Office. Social media is in a state of constant evolution, and the school recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each School employee is responsible for using good judgment and seeking guidance, clarification, or authorization *before* engaging in social media activities that may implicate this policy.

LEAVING OCEAA

GIVING NOTICE

Although employment with OCEAA is at-will, the school requests that an employee who intends to voluntarily leave their employment with the school provide appropriate written notice to their supervisor or the Business Office. This advance notice will provide your supervisor adequate time to complete the termination process and ensure a smooth transition for your departure from the school. All school-owned property (laptops, mobile phones, student files, student grades and work product, lesson plans, keys, files, identification badges, credit cards, debit cards, business cards, etc.) must be returned immediately upon termination of employment. Employee assumes responsibility for any lost or damaged items.

Upon termination of employment, final pay will be calculated based on days worked and any outstanding PTO.

There is a fee for lost items:

1. Annex/Main Building Master door key \$1,000.00 as OCEAA will need to re-key and re-issue new keys to all employees.
2. Parking Card \$25.00
3. Parking FOB \$25.00
4. Annex Parking Permit \$5.00
5. Classroom/Office Key \$15.00
6. Laptop - cost to repair or replace \$250.00 - \$1,299.00

EXIT SURVEY

Employees may be asked to participate in an exit survey when they leave OCEAA. The purpose of the exit survey is to provide an opportunity to share constructive input on what is great about OCEAA and any ideas regarding opportunities for improvement.



EMPLOYEE HANDBOOK ACKNOWLEDGMENT AND AT-WILL AGREEMENT

ALL EMPLOYEES MUST READ THIS EMPLOYEE HANDBOOK AND FILL OUT AND RETURN THIS PORTION TO THE **BUSINESS OFFICE** WITHIN ONE WEEK OF RECEIPT.

I have received a copy of the OCEAA's Employee Handbook. I understand that it is my responsibility to carefully read and understand its contents and I agree to follow the policies stated therein. Unless specified otherwise in an agreement between me and the School, I agree that the School and I both have the right to terminate my employment at any time, with or without notice, and with or without cause. I further understand that transfers, demotions, suspensions, employee discipline, and changes in the terms and conditions of employment may be administered at the sole and absolute discretion of the School. Unless specified otherwise in an agreement between me and the School, I understand that I am an at-will employee. I understand that these conditions of my employment may not be modified orally and may only be modified in a writing signed by an Administrator of the School and me.

I understand that nothing in the Handbook is intended, nor should be construed, as a limitation of my right and the School's right to terminate the employment relationship at any time, with or without notice, and with or without cause, or the School's absolute right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. I understand that nothing in the Handbook is intended, nor should be construed, to create an implied or express contract of employment contrary to this express at-will agreement or to the School's absolute right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. I understand that the School reserves the right to depart from and modify the policies stated in the Handbook at its sole discretion, with the exception of my at-will status and the School's absolute right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment. The foregoing constitutes the entire terms of the agreement between me and the School regarding the duration and at-will nature of my employment and the School's absolute right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion.

Date: _____

Employee Print: _____

Employee Signature: _____



COVID -19

1. The employee has been advised by a health care provider to self-quarantine due to concerns related to COVID-19
2. The employee is experiencing symptoms of COVID-19 and is seeking a medical diagnosis.
3. The employee is caring for an individual who is subject to quarantine or isolation or advised to self-quarantine by a health care provider due to concerns related to COVID-19
4. The employee is caring for a son or daughter whose school or daycare facility is closed, or childcare provider is unavailable, due to COVID-19 precautions

EMERGENCY FAMILY MEDICAL LEAVE ACT (EFMLA)

Employees will be entitled to take up to 12 weeks of job-protected leave if an employee is unable to work due to caring for the employee's son or daughter because the child's school or place of care has been closed or their childcare provider is unavailable due to COVID-19.

NOTIFYING OCEAA OF THE NEED FOR FFCRA LEAVE

OCEAA will provide employees with a form to be completed and submitted for an employee to receive FFCRA benefits. If a form is not automatically provided to an employee, the employee should inform the Business Office of their situation and request an FFCRA Leave of Absence Request Form.

The law provides that an employee has no greater rights upon a return from leave than the individual would have had if they had continued to work. Therefore, an employee may be affected by a layoff, reorganization, furlough, change in job duties or other change in employment if the action would have occurred had the employee remained actively at work.