

REGULAR MEETING

February 2, 2022

4:00 p.m.

Location: The public meeting will be conducted onsite with limited seating at 200 Kalmus Drive, Costa Mesa, CA 92626 and via YouTube live stream <https://www.youtube.com/watch?v=Ac55-0rE-OM>

ORANGE COUNTY BOARD OF EDUCATION  
AGENDA

WELCOME

CALL TO ORDER

STATEMENT OF PRESIDING OFFICER: For the benefit of the record, this Regular Meeting of the Orange County Board of Education is called to order.

ROLL CALL

(\*) AGENDA

Regular Meeting of February 2, 2022 – Adoption

(\*) MINUTES

Special Meeting of December 21, 2021 – Approval  
Regular Meeting of January 5, 2022 – Approval

PUBLIC COMMENTS (related to Closed Session)

CLOSED SESSION 1

CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION Orange County Board of Education v. OC Superintendent of Schools, Al Mijares, and State Superintendent of Public Instruction, Tony Thurmond Case No 30-2019-01112665-CU-WM-CJC - Government Code §§ 54956.9(a) and (d)(1)

CLOSED SESSION 2

CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION- Orange County Board of Education v. Newsom Case Number 30-2021-01233170 - Government Code §§ 54956.9(a) and (d)(1)

CLOSED SESSION 3

CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION Orange County Board of Education v. Orange County Committee on School District Organization – Case Number 30-2022-01242499-CU-WM-CJC - Government Code §§ 54956.9(a) and (d)(1)

INVOCATION

5:00 p.m.

PLEDGE OF ALLEGIANCE

INTRODUCTIONS

PUBLIC COMMENTS (30 minutes)

## CONSENT CALENDAR

- (\*) 1. Approve the granting of diplomas to the students listed from Alternative, Community, and Correctional Education Schools and Services, Alternative Education Division.
- (\*) 2. Accept the 2nd Quarter Report on Williams Uniform Complaints for Orange County Department of Education Student Programs for the period of October 1 to December 31, 2021.
- (\*) 3. Receive Eide Bailly audit report for the Orange County Department of Education for fiscal year ending June 30, 2021.

## CHARTER SCHOOLS

- 4. Charter submissions
- (\*) 5. Charter School Public Hearing – Oxford Preparatory Academy-Saddleback Valley Material Revision  
Aracely Chastain, Director, Charter Schools, will facilitate the public hearing.  
  
Discussion Format:  
Oxford Preparatory Academy-Saddleback Valley  
Public Comments  
Board Questions
- (\*) 6. Board Action – Oxford Preparatory Academy-Saddleback Valley Material Revision
- (\*) 7. Charter School Public Hearing – Orange County Classical Academy II Countywide Charter School Petition  
Aracely Chastain, Director, Charter Schools, will facilitate the public hearing.  
  
Discussion Format:  
Orange County Classical Academy II  
Public Comments  
Board Questions
- (\*) 8. Board Action – Orange County Classical Academy II Countywide Charter School Petition

## BOARD RECOMMENDATIONS

- 9. Presentation – Polling Results CRT – John Nielsen (Williams)
- 10. Presentation – Mental Health Screening High Risk Youth – Martin Eaton, Ph.D. (Williams)



- (\*) 11. Resolution to establish MOU – Mental Health Collaboration (Williams)
- (\*) 12. Resolution – Superintendent Salary 2022-2026 term (Williams)
- (\*) 13. Adopt Resolution #01-22 to recognize March 2022 as Arts Education Month.
- (\*) 14. Adopt Resolution #02-22 to recognize February 2022 as National Black History Month.
- (\*) 15. Approve invoice #3250004 in the amount of \$710.78 and invoice #3250005 in the amount of \$31,015.24 for Haight, Brown & Bonesteel LLP.
- (\*) 16. Approve invoice #9797 in the amount of \$13,182.50 for the Law Offices of Margaret A. Chidester & Associates.

#### STAFF RECOMMENDATIONS

- (\*) 17. Presentation – Christine Olmstead, Ed.D., Interim Chief Academic Officer, will conduct the presentation regarding the Mid-Year Update of the 2021-22 OCDE ACCESS Local Control and Accountability Plan
- (\*) 18. Presentation - Christine Olmstead, Ed.D., Interim Chief Academic Officer and Dave Connor, Principal, will conduct the presentation regarding the Mid-Year Update of the 2021-22 OCDE College and Career Preparatory Academy Local Control and Accountability Plan

#### INFORMATION ITEMS

##### COMMUNICATION/INFORMATION/DISCUSSION

- Website Committee Report
- Executive Committee- SB 286 and Lobbyist Contract
- County Committee decision on Redistricting

##### ANNOUNCEMENTS

- Superintendent
- Deputy Superintendent

##### Legislative Updates

- CSBA Update
- CCBE Update
- NSBA Update
- Capitol News Update
- School Services Update

##### COMMITTEE REPORT

##### BOARD MEMBER COMMENTS

#### PUBLIC COMMENTS

ADJOURNMENT



Nina Boyd  
Assistant Secretary, Board of Education

Next Regular Board Meeting: Wednesday, March 2, 2022 at 5:00 p.m. The meeting will be held onsite at 200 Kalmus Drive, Costa Mesa, CA 92626 with limited seating and via YouTube live stream.

Individuals with disabilities in need of copies of the agenda and/or the agenda packet or in need of auxiliary aides and services may request assistance by contacting Darou Sisavath, Board Clerk at (714) 966-4012.

(\*) Printed items included in materials mailed to Board Members

MINUTES  
Special Meeting  
December 21, 2021



ORANGE COUNTY BOARD OF EDUCATION  
Special Meeting Minutes

WELCOME

CALL TO ORDER

The Special Meeting of the Orange County Board of Education was called to order by Board President Barke at 3:10 p.m., December 21, 2021 in the Board Room, 200 Kalmus Drive, Costa Mesa, California and via YouTube live stream.

ROLL CALL

Present:  
Lisa Sparks, Ph.D.  
Ken L. Williams, D.O.  
Mari Barke  
Rebecca "Beckie" Gomez

PLEDGE

Lisa Sparks, Ph.D., Board Member

(\*) AGENDA

Motion by Williams, seconded by Sparks, and carried by a vote of 4-0 to approve the agenda of the Special meeting of December 21, 2021 with the following amendments:  
-opening statement by each of the candidates for three minutes  
-seven minutes of board questions for each trustee  
-closing statement by the candidates not to exceed one minute

(\*)MINUTES

None

PUBLIC COMMENTS

- Dr. Shana Charles

BOARD RECOMMENDATIONS

1. Interviews – Board interviewed candidates for the provisional appointment of Trustee Area 4.

The candidates made their opening statements, followed by board questions, and concluded with their closing statements.

- William Renner
- Paulette Chaffee
- Tim Shaw
- Shanin Ziemer
- Shana Charles
- Jennifer Kinkel

▪ L Carole Jensen

The Board took a recess from 4:19 p.m. to 4:34 p.m.

2. Motion by Williams, seconded by Sparks to table the provisional appointment of Trustee Area 4 to a Special meeting, possibly on December 30<sup>th</sup>.

The Board took a recess from 4:58 p.m. to 5:07 p.m.

The motion to table item #2 was withdrawn by Williams.

Subsidiary motion by Williams, seconded by Sparks, and carried by a vote of 3-1 (Williams, Sparks, and Barke voted Yes; Gomez voted No) to approve the provisional appointment of Tim Shaw for Trustee Area 4.

Oath of Office – Mari Barke, Board President, administered the oath of office to Tim Shaw, Trustee Area 4.

Trustee Gomez departed the meeting at 5:11 p.m.

The remaining board members went into closed session from 5:12 p.m. to 5:49 p.m.

CLOSED SESSION 1

CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION Orange County Board of Education v. OC Superintendent of Schools, Al Mijares, and State Superintendent of Public Instruction, Tony Thurmond Case No 30-2019-01112665-CU-WM-CJC - Government Code §§ 54956.9(a) and (d)(1)

CLOSED SESSION 2


CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION Significant exposure to litigation pursuant to subdivision (b) of Section 54956.9: (1 case)

Report Out

Mr. Rolan reported for closed sessions 1 and 2, the Board (Gomez absent) discussed matters of pending and anticipated litigation. No action was taken.

ADJOURNMENT

On a motion duly made, and seconded, the Special Board meeting of December 21, 2021 adjourned at 5:50 p.m.

  
Nina Boyd  
Assistant Secretary, Board of Education

\_\_\_\_\_  
Mari Barke  
President, Board of Education

Next Regular Board Meeting: Wednesday, January 5, 2022 at 5:00 p.m. The meeting will be held onsite at 200 Kalmus Drive, Costa Mesa, CA 92626 with limited seating and via YouTube live stream. Individuals with disabilities in need of copies of the agenda and/or the agenda packet or in need of auxiliary aides and services may request assistance by contacting Darou Sisavath, Board Clerk at (714) 966-4012.



MINUTES  
Regular Meeting  
January 5, 2022



ORANGE COUNTY BOARD OF EDUCATION  
MINUTES

WELCOME

CALL TO ORDER

The Regular Meeting of the Orange County Board of Education was called to order by Board President Barke at 3:39 p.m., January 5, 2022 in the Board Room, 200 Kalmus Drive, Costa Mesa, California and via YouTube live stream.

ROLL CALL

Present:

Rebecca "Beckie" Gomez  
Tim Shaw  
Ken L. Williams, D.O.  
Mari Barke

Absent:

Lisa Sparks, Ph.D.

AGENDA

Motion by Williams, seconded by Gomez, and carried by a vote of 4-0 (Sparks Absent) to approve the agenda of the Regular meeting of January 5, 2022 with an amendment, moving items #4 and #5 off the consent calendar to be voted on separately.

MINUTES

Motion by Williams, seconded by Gomez, and carried by a vote of 3-0-1 (Shaw Abstained, Sparks Absent) to approve the minutes of the December 1, 2021 Regular Board Meeting and the December 8, 2021 Special Board Meeting.

PUBLIC COMMENTS (related to Closed Session) - None

The Board took a recess to conduct a closed hearing, followed by closed sessions from 3:42 p.m. to 5:25 p.m.

TIME CERTAIN

1. Inter-district Appeal Hearing (closed) – 010520220011 – Santa Ana Unified School District to Tustin Unified School District.

Motion by Barke, seconded by Williams, and carried by a vote of 4-0 (Sparks Absent) to approve the appeal and allow the student to attend the Tustin Unified School District for the period of one academic year (2021-22).

Spencer Gooch, Manager, Educational Services facilitated the hearing.

CLOSED SESSION 1

CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION Orange County Board of Education v. OC Superintendent of Schools, Al Mijares, and

CLOSED SESSION 2

CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION- Orange County Board of Education v. Newsom Case Number S270319 - Government Code §§ 54956.9(a) and (d)(1)

CLOSED SESSION 3

CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION  
Significant exposure to litigation pursuant to subdivision (b) of Section 54956.9:  
(1 case)

CLOSED SESSION 4

CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION  
Significant exposure to litigation pursuant to subdivision (b) of Section 54956.9:  
(1 case)

INVOCATION

Jordan Hansen, Lead Pastor  
Mesa Church, Irvine CA  
<http://www.mesa.church>

PLEDGE

Tim Shaw

INTRODUCTIONS

None

PUBLIC COMMENTS

- Laura
- Denise
- Eddie
- Laura
- Stacy
- Harumi
- Marie
- Lorrie
- Claire

Closed Session Report Out

Mr. Rolan reported the following:

Closed Session 1: The Board approved Epstein, Green & Becker's invoices by a vote of 3-1 (Shaw, Williams, and Barke voted Yes; Gomez voted No; Sparks Absent).

Closed Session 2: No action was taken.

Closed Session 3: The Board voted 3-1 (Barke, Williams, and Shaw voted Yes; Gomez voted No; Sparks Absent) in favor of retaining the law firms of Epstein, Becker, and Green and Nielsen Merksamer. The Board further approved and directed counsels to initiate litigation against the Orange County Commission on School District Organization should such litigation become necessary.

Closed Session 4: Deferred - no action was taken.

CONSENT CALENDAR

Motion by Williams, seconded by Shaw, and carried by a vote of 4-0 (Sparks Absent) to approve consent calendar items #2 and #3.

2. Approve the granting of diplomas to the students listed from Alternative, Community, and Correctional Education Schools and Services, Alternative Education Division.
3. Approve new Board Meeting dates for August 2022 through June 2023.

#### CONSENT CALENDAR (continue)

4. Motion by Williams, seconded by Shaw, and carried by a vote of 3-1 (Williams, Shaw, and Barke voted Yes; Gomez voted No; Sparks Absent) to approve invoice #3249277 in the amount of \$2,252.76 for Haight, Brown & Bonesteel LLP.
5. Motion by Williams, seconded by Shaw, and carried by a vote of 3-1 (Williams, Shaw, and Barke voted Yes; Gomez voted No; Sparks Absent) to approve invoices #9742 in the amount of 21,924.50 (October) and #9771 in the amount of \$5,673.75 (November) for the Law Offices of Margaret A. Chidester & Associates.

#### CHARTER SCHOOLS

6. Charter submissions - None
7. Suncoast Preparatory Academy Update facilitated by Aracely Chastain, Director, Charter Schools Unit.
  - Shawna MacDonald
  - Delano Jones

#### BOARD RECOMMENDATIONS

8. Motion by Williams, seconded by Barke, and carried by a vote of 3-1 (Williams, Barke, and Shaw voted Yes; Gomez voted No; Sparks Absent) to adopt the White Paper-California Ethnic Study Model Curriculum with the following corrections:
  - Joe Nalven has a Ph.D., not an Ed.D.
  - Add social worker for Dr. Shufutinsky's occupational and vocational skill sets, as well as her employment in a private school.

The Board took a recess from 6:30 p.m. to 6:39 p.m.

9. Superintendent Salary 2022-2026 Term - Greg Rolen.
10. Legal Opinion Presentation Health Contracts- Margaret A. Chidester

#### INFORMATION ITEMS

##### ANNOUNCEMENTS

##### Superintendent

- Blue Ribbon Awards – 7 schools in Newport-Mesa, Orange Unified, Saddleback Valley, Los Alamitos, Centralia, and Fountain Valley
- Covid Test Kits from the State Department of Public Health
- Villa Park High School Science Center



- California Department of Public Health Mask Mandate

Deputy Superintendent

- Next board meeting is on February 2nd, 5:00 p.m., submission deadline is January 19th, packet delivery is January 28th
- Board website live, ocbe.us

#### COMMUNICATION/INFORMATION/DISCUSSION

- Vacancy 4<sup>th</sup> District Update

#### COMMITTEE REPORT

- Website – ocbe.us

#### BOARD MEMBER COMMENTS

- Trustee Gomez –Delegate Assembly dates being finalized
- Trustee Shaw – Provisional Appointment

#### PUBLIC COMMENTS

None

#### ADJOURNMENT

On a motion duly made, and seconded, the board meeting of December 1, 2021 adjourned at 7:32 p.m.

  
Nina Boyd  
Assistant Secretary, Board of Education

\_\_\_\_\_  
Mari Barke  
President, Board of Education

Next Regular Board Meeting: Wednesday, February 2, 2022 at 4:00 p.m. All meetings will be held onsite at 200 Kalmus Drive, Costa Mesa, CA 92626 with limited seating and via YouTube live stream.

Individuals with disabilities in need of copies of the agenda and/or the agenda packet or in need of auxiliary aides and services may request assistance by contacting Darou Sisavath, Board Clerk at (714) 966-4012.



**ORANGE COUNTY BOARD OF EDUCATION**

**BOARD AGENDA ITEM**

DATE: February 2, 2022  
TO: Nina Boyd, Deputy Superintendent  
FROM: Vern Burton, Assistant Superintendent  
SUBJECT: Granting of Diplomas

The students listed on the attached pages have been certified for graduation by the Custodian of Records or their designee for the Division of Alternative Education of the Orange County Department of Education. These students have met the standards of proficiency in the basic skills prescribed by the governing board in accordance with Education Code 51412. It is requested that the Board approve the granting of diplomas to these students.

---

**RECOMMENDATION:**

Approve granting of diplomas to the students listed from Alternative, Community, and Correctional Education Schools and Services, Alternative Education Division.

VB:sl

Pages 12-13 removed (CONFIDENTIAL STUDENT INFORMATION)



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: February 2, 2022

TO: Nina Boyd, Deputy Superintendent

FROM: Christine Olmstead, Ed.D., Interim Chief Academic Officer, Associate Superintendent, Educational Services Division

SUBJECT: Acceptance of 2<sup>nd</sup> Quarter Report on Williams Uniform Complaints for the Period of October 1 to December 31, 2021 for Orange County Department of Education Student Programs

California Education Code section 35186(d) requires that school districts and county operated programs report summarized data on the nature and resolution of all Williams Uniform Complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district.

The enclosed report indicates that no complaints were filed for the Orange County Department of Education Student Programs in the Divisions of Alternative Education and Special Education Services for the period of October 1 to December 31, 2021.

---

RECOMMENDATION:

Accept the 2<sup>nd</sup> Quarter Report on Williams Uniform Complaints for Orange County Department of Education Student Programs for the period of October 1 to December 31, 2021.

CO:ag



Orange County Department of Education  
Educational Services Division

**Williams Settlement Legislation**  
**Second Quarter Report on Williams Uniform Complaints**  
**October 1 – December 31, 2021**

Education Code section 35186(d) requires that school districts and county operated programs report summarized data on the nature and resolution of all Williams Uniform Complaints on a quarterly basis to the County Superintendent of Schools and their governing board. This report includes the number of complaints filed, if any, by general subject area and identifies the number of resolved and unresolved complaints.

**Division of Alternative Education**

| General Subject Area                  | Total # of Complaints | # Resolved | # Unresolved |
|---------------------------------------|-----------------------|------------|--------------|
| Textbooks and Instructional Materials | 0                     |            |              |
| Teacher Vacancies or Misassignments   | 0                     |            |              |
| Facility Conditions                   | 0                     |            |              |
| TOTALS                                | 0                     |            |              |

**Division of Special Education Services**

| General Subject Area                  | Total # of Complaints | # Resolved | # Unresolved |
|---------------------------------------|-----------------------|------------|--------------|
| Textbooks and Instructional Materials | 0                     |            |              |
| Teacher Vacancies or Misassignments   | 0                     |            |              |
| Facility Conditions                   | 0                     |            |              |
| TOTALS                                | 0                     |            |              |





ORANGE COUNTY BOARD OF EDUCATION  
BOARD AGENDA ITEM

DATE: February 2, 2022  
TO: Nina Boyd, Deputy Superintendent  
FROM: Renee Hendrick, Associate Superintendent, Administrative Services Division  
SUBJECT: Orange County Department of Education Audit for the 2020-21 Fiscal Year

In accordance with State regulations, the audit report for the fiscal year ending June 30, 2021, has been completed by Eide Bailly, and may be received by the Board of Education.

---

RECOMMENDATION:

Receive Eide Bailly audit report for the Orange County Department of Education for fiscal year ending June 30, 2021.

RH:sh

**ORANGE COUNTY BOARD OF**

**BOARD AGENDA ITEM**



**DATE:** February 2, 2022

**TO:** Nina Boyd, Deputy Superintendent

**FROM:** Aracely Chastain, Director, Charter Schools

**SUBJECT:** Public Hearing – Oxford Preparatory Academy-Saddleback Valley Material Revision

---

**DESCRIPTION:**

On November 1, 2021, Oxford Preparatory Academy-Saddleback Valley submitted a material revision request to add an enrollment preference for students who reside within the boundaries of the former public school where the charter school is currently located.

The Orange county Board of Education held a public hearing on December 1, 2021, to consider the level of support for the material revision.

---

**RECOMMENDATION:**

Pursuant to California Education Code, on February 2, 2022, the Orange County Board of Education will hold a public hearing to grant or deny the Oxford Preparatory Academy-Saddleback Valley amended charter petition and material revision. At the public hearing, petitioners shall have equal time and opportunity to present evidence and testimony responsive to the Orange County Department of Education staff recommendations and findings published on January 18, 2022.



# MEMO

## ORANGE COUNTY DEPARTMENT OF EDUCATION

---

January 18, 2022

**To:** Members, Orange County Board of Education

**From:** Orange County Department of Education Charter Schools Unit

**Re:** Staff Recommendations and Findings – Oxford Preparatory Academy-Saddleback Valley Material Revision

### I. INTRODUCTION

The following is a summary of the review conducted by Orange County Department of Education staff of the material revision request submitted by Oxford Preparatory Academy-Saddleback Valley in compliance with Education Code section 47607, and recommendations for consideration by the Orange County Board of Education (the Board).

### II. BACKGROUND

Oxford Preparatory Academy-Saddleback Valley is a charter school that serves students in grades pre-kindergarten through eight, and is located within the boundaries of Saddleback Valley Unified School District. On November 1, 2021, Oxford Preparatory Academy-Saddleback Valley submitted a material revision requesting to add an enrollment preference for students who reside within the original Aliso Elementary School attendance boundaries where the charter school is currently located. A public hearing was held on December 1, 2021, to consider the level of support for the material revision.

### III. LEGAL STANDARD

Material revisions of charter schools are governed by the standards and criteria described in Education Code section 47605 and shall include, but not be limited to, reasonably comprehensive descriptions of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

### IV. SUMMARY OF FINDINGS

Orange County Department of Education staff determined that the revised Oxford Preparatory Academy-Saddleback Valley charter petition meets the standards outlined in Education Code section 47605. Adding an enrollment preference will allow Oxford Preparatory Academy-Saddleback Valley to meet the needs of the community as outlined in the updated charter petition.

## **V. STAFF RECOMMENDATION**

Orange County Department of Education staff recommend that the Board approve Oxford Preparatory Academy-Saddleback Valley's requested material revision to the school's enrollment preferences.

## **VI. CONCLUSION**

The Board has three options for action regarding a charter petition material revision:

- Option One: Approve the material revision.
- Option Two: Approve the material revision with conditions. This action would result in approval of the revised charter petition and require the charter school to address concerns raised by the Board by established timelines.
- Option Three: Deny the material revision.

\* \* \*





**ORANGE COUNTY BOARD OF  
BOARD AGENDA ITEM**

**DATE:** February 2, 2022  
**TO:** Nina Boyd, Deputy Superintendent  
**FROM:** Aracely Chastain, Director, Charter Schools  
**SUBJECT:** Board Action – Oxford Preparatory Academy-Saddleback Valley Material Revision

---

**DESCRIPTION:**

On November 1, 2021, Oxford Preparatory Academy-Saddleback Valley submitted a material revision request to add an enrollment preference for students who reside within the boundaries of the former public school where the charter school is currently located.

The Orange county Board of Education held public hearings on December 1, 2021 and February 2, 2022.

The Orange County Board of Education has three options for action regarding a charter petition material revision:

- Option One: Approve the material revision.
  - Option Two: Approve the material revision with conditions. This action would result in approval of the revised charter petition and require the charter school to address concerns raised by the Board by established timelines.
  - Option Three: Deny the material revision.
- 

**RECOMMENDATION:**

Orange County Department of Education staff recommend that the Orange County Board of Education approve Oxford Preparatory Academy-Saddleback Valley's requested material revision to the school's enrollment preferences.

**ORANGE COUNTY BOARD OF**

**BOARD AGENDA ITEM**

*NB*

**DATE:** February 2, 2022

**TO:** Nina Boyd, Deputy Superintendent

**FROM:** Aracely Chastain, Director, Charter Schools

**SUBJECT:** Public Hearing – Orange County Classical Academy II Countywide Charter School Petition

---

**DESCRIPTION:**

On November 1, 2021, Orange County Classical Academy submitted a charter petition to establish Orange County Classical Academy II as a Transitional Kindergarten (TK) through grade twelve countywide charter school. The Orange County Board of Education held a public hearing on December 1, 2021, to consider the level of support for the charter school.

---

**RECOMMENDATION:**

Per California Education Code, on February 2, 2022, the Orange County Board of Education shall hold a public hearing to grant or deny the Orange County Classical Academy petition to establish Orange County Classical Academy II as a countywide charter school. At the public hearing, petitioners shall have equal time and opportunity to present evidence and testimony responsive to the Orange County Department of Education staff recommendations and findings published on January 18, 2022.



# MEMO

## ORANGE COUNTY DEPARTMENT OF EDUCATION

---

February 2, 2022

**To:** Members, Orange County Board of Education

**From:** Orange County Department of Education Charter Schools Unit

**Re:** Staff Recommendations and Findings – Orange County Classical Academy II

### **I. INTRODUCTION**

In accordance with the Charter Schools Act, as set forth in Education Code section 47600, et seq., the Orange County Department of Education staff conducted a comprehensive review of the Orange County Classical Academy petition proposing to establish Orange County Classical Academy II (OCCA II) as a countywide charter school. This report summarizes findings from that review and provides recommendations for consideration by the Orange County Board of Education (the Board).

### **II. BACKGROUND**

On November 1, 2021, the Board received a petition proposing to establish OCCA II as a countywide charter school. OCCA II would be operated by Orange County Classical Academy, a California nonprofit public benefit corporation.

On December 1, 2021, the Board held a public hearing on the provisions of the charter petition to consider the level of support for the petition by parents/guardians, teachers and school districts in which the charter school proposes to place facilities. On December 8, 2021, Orange County Department of Education staff met with charter school representatives to better understand and clarify information in the petition.

The Board is required to take action to either grant or deny the charter within ninety (90) days of receipt of the petition, unless this date is extended by up to an additional 30 days by agreement. Board action is scheduled to take place at the regular meeting of the Board on February 2, 2022.

### **III. LEGAL STANDARD**

The overall statutory scheme of the Charter Schools Act reflects a preference for charter schools that are locally authorized by the school district in which the charter school operates. As a result, in order to approve a countywide charter petition, a county board of education must be able to make certain threshold findings in addition to determining whether the petition satisfies the legal standards and criteria under Education Code section 47605.6(b)(1)-(5). Specifically:

“A county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to

be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county.” Education Code §47605.6(a)(1)

Additionally, Education Code section 47605.6(b) states:

“A county board may grant a charter for the operation of a charter school under this part only if it is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Education Code section 47605.”

Should the charter school petition meet the threshold requirement for a countywide charter school, the Board must then determine whether the petition satisfies the legal standards and criteria under Education Code section 47605.6(b)(1)-(5). The Board shall deny a petition for the establishment of a charter school if it finds one or more of the following:

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
- (3) The petition does not contain the number of signatures required by subdivision (a).
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (e).
- (5) The petition does not contain reasonably comprehensive descriptions of the required elements under Education Code section 47605.6.
- (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.
- (7) Any other basis that the county board of education finds justifies the denial of the petition.

Should the Board approve the petition, the Board would become the charter authorizer for the Charter School. Should the Board deny the petition, there is no right to appeal to the State Board of Education (5 CCR § 11966.5). However, the petitioners would have the option to submit charter petitions to the school districts in which they propose to operate under Education Code section 47605.



#### IV. STAFF RECOMMENDATION

Orange County Department of Education staff recommend that the Board approve with conditions the Orange County Classical Academy petition to establish Orange County Classical Academy II as a countywide charter school for a term of five years from July 1, 2022 to June 30, 2027. This report contains findings of fact reflecting areas of concern to be addressed in an Agreement by the parties should the Board approve the charter petition with conditions. Should the Board take action to deny the charter school petition, the Board may adopt this Staff Report as written findings in support of the denial.

#### V. SUMMARY OF FINDINGS

**A. The petition does not contain reasonably comprehensive descriptions of the required elements under Education Code section 47605.6.**

1. The charter petition (p. 162 Element M: Student Admission Policies and Procedures) states that for the 2022-23 school year only, students currently attending Orange County Classical Academy (OCCA I) will be deemed “existing students.” OCCA I is a charter school authorized by Orange Unified School District under Education Code 47605. While currently enrolled students of a charter school are exempt from the lottery per California Education Code, as a new countywide charter school, OCCA II, would not have “existing students.” Therefore, every student must be subject to the lottery.

During the clarification meeting, charter school representatives were asked whether OCCA II is a conversion of OCCA I based on the stated enrollment exemption and page seven of the charter petition which indicates that OCCA I will cease operations effective June 30, 2022. Charter school legal counsel clarified that OCCA II is a new school, not a conversion, that all staff would apply for employment and all students would apply for enrollment to OCCA II. Additionally, the charter school provided an opinion from law firm Young, Minney & Corr, LLP (letter attached) delineating why the school is not in violation of Education Code Section 47605.6(a)(2), which prohibits an existing public school from being converted to a countywide charter school.

Should the charter be approved, the charter petition should be amended to delete the footnote on page nine that states: For the 2022-23 school year only, students currently attending OCCA I shall be deemed “existing students.”

2. Per the petitioners, OCCA II does not currently have a contract/agreement with Barney Charter School Initiative (BCSI). The charter petition relies on the curriculum and training from BCSI to implement the educational program.

Should the charter petition be approved, submission of a fully executed contract between BCSI and OCCA II should be addressed in an Agreement to be submitted prior to the school opening.

3. The Temporary Use Permit issued by the City of Orange for the identified school location in year one of the charter school at 4100 East Walnut Avenue, Orange, expires on June 30, 2022. Additionally, the petition does not specify the address of the second location at 4121 Warner Ave, Huntington Beach, and there is no documentation of the Conditional Use Permit, or Temporary Use Permit, for that location.

Should the charter petition be approved, the submission of all applicable permits and documents allowing for the use of the facilities for educational use should be addressed in an Agreement prior to school opening and the charter petition should be revised to include all known potential school addresses.

4. Measurable Pupil Outcomes and Annual Goals

- a. Page 65 requires the addition of the percent of pupils who satisfy the UC/CSU A through G requirements. Petitioners clarified and agreed, should the charter be approved, to amend the charter petition measurement to 100%.
- b. The required goal for EL progress (p. 66) references reclassification rates, however the language related to 2% of students advancing by one EL level on page 57 must be provided. Petitioners clarified and agreed, should the charter be approved, to amend the charter petition schoolwide and subgroup goals for Priority #4C that 80% of EL students will advance by at least one EL level annually, and an increase of at least 2% of students who will advance by at least one EL level annually. Advancement rates will, thus, increase by 10% between 2022-23 and 2026-27.
- c. For annual student attendance rates, petition must specify an annual attendance rate goal rather than a 3-year average (p. 70). Petitioners clarified and agreed, should the charter be approved, to amend the charter petition that its schoolwide and subgroup goals for Priority #5A will be attainment of an annual attendance rate of 95%.
- d. For goals related to chronic absenteeism (p. 71), pupil suspension (p. 74), and pupil expulsion (p. 75), set rates are required rather than indicating it will be less than districts where charter campuses are located. Petitioners clarified and agreed, should the charter be approved, to amend the charter petition that the schoolwide and subgroup goals for Priority #5B will be attainment of a chronic absenteeism rate that is 4% or less; Priority #6A will be attainment of a pupil suspension rate that is 2.5% or less; and Priority #6B will be attainment of a pupil expulsion rate that is 0%.
- e. The petition requires comprehensive descriptions of goals related to programs and services developed and provided to unduplicated pupils and pupils with exceptional needs. OCCA II's goal is that 100% of unduplicated students and students with exceptional needs will be identified and provided with the interventions and

programs stated in Element A so that they can access the broad course of study provided by OCCA II. Petitioners clarified, and agreed to amend the charter petition to state that OCCA II's goal for Priority #7 is inclusive of unduplicated pupils and pupils with exceptional needs, as noted in the heading on page 76 and that 100% of unduplicated students and students with exceptional needs will have access to an education program that maximizes their learning opportunities with multiple entry points that meets their current level of knowledge and skill level. Furthermore, 100% of students will have access to a broad course of study, including programs specifically designed to meet the needs of unduplicated pupils and individuals with exceptional needs.

- f. The actions provided for the charter's goal for implementing state standard (p. 55), do not include ensuring that credentialed staff are provided professional development on the implementation of those state standards. Petitioners clarified, and agreed to amend the charter petition, that OCCA II will provide all staff with professional development on the implementation of state standards in order to meet the goals stated under State Priority #2.
- g. The petition is required to provide specific actions related to creating and delivering programs and services for unduplicated pupils and pupils with exceptional needs. Petitioners clarified and agreed to amend the charter petition to reflect that unduplicated pupils and pupils with exceptional needs are included in the goals and action items for Priorities #3 and #7. Additionally, the specific action items for unduplicated pupils and pupils with exceptional needs to meet the goal of access to a broad course of study is that academic content areas will be available to all students through the provision of the specific interventions articulated in Element A of the petition, including MTSS, SST, and EL-specific supports (inclusive of designated and integrated English Language Development strategies), implemented daily and tracked through logs to ensure that unduplicated pupils and pupils with exceptional needs can access and engage in the broad course of study offered by OCCA II of which Priority #7 is focused.
- h. The petition is required to provide specific actions to promote parental participation in programs for unduplicated pupils and students with exceptional needs (p. 59). Petitioners clarified and agreed to amend the charter petition, that the stated actions for Priority #3 are also intended to engage the parents of unduplicated pupils and individuals with exceptional needs, including through:
  - Opportunities for regular meetings that will allow parents to partner in their child's education through student-led conferences, which will be tailored to address the specific needs of unduplicated pupils and individuals with exceptional needs, including as applicable, by eliminating language barriers through translation, grounding conversations in IEP findings, goals and

supports, and identify resources that can assist socioeconomically disadvantaged families in obtaining tools for their children, including through community organizations, resources, and training staff and teachers in understanding and communicating effectively with parents that is responsive to, and in knowledge of, the unique issues they face as parents of unduplicated pupils and individuals with exceptional needs.

- Encouraging parents of unduplicated pupils and individuals with exceptional needs to volunteer at OCCA II, by attending school events and activities, or by supporting students at home. OCCA II will increase accessibility for parents of unduplicated pupils and individuals through the same strategies addressed above, centered around addressing language barriers (e.g., through translation), disability-related barriers (e.g., addressing accessibility needs and making school a welcoming place for all differences), and socioeconomic barriers (e.g., providing resources for low income families, childcare during events, scheduling events at times that are sensitive to parents' work schedules).
- The holding of parent engagement events, Academic Advisory Council, and various sub-committee meetings, as well as providing ongoing parent workshops on classical education, tailored for families of unduplicated pupils and individuals with exceptional needs, and facilitating accessibility and engagement through the same strategies addressed above, that are centered around addressing language, disability-related, and socioeconomic barriers.
- Seeking input for the development of the LCAP through annual surveys and meetings explicitly targeting families of unduplicated pupils and individuals with exceptional needs, tailored for families of unduplicated pupils and individuals with exceptional needs, and by facilitating accessibility and engagement through the same strategies addressed above, centered around addressing language, disability-related, and socioeconomic barriers.

## VI. CONCLUSION

The Board has three options for action regarding a countywide charter school petition:

- Option One: Approve the charter petition as written.
- Option Two: Approve the charter petition with conditions. This action would result in approval of the charter petition and require the execution of an Agreement to address the issues outlined in this Staff Report and establish appropriate timelines for the petitioners to meet the conditions as specified.
- Option Three: Deny the charter petition.

\* \* \*





LAW OFFICES OF YOUNG, MINNEY & CORR, LLP  
THE CHARTER LAW FIRM

December 15, 2021

JANELLE A. RULEY ESQ.  
PARTNER • ATTORNEY AT LAW  
jruley@mycharterlaw.com

SENT VIA EMAIL  
[SEMI.PARK@ORANGECOUNTYCLASSICALACADEMY.ORG](mailto:SEMI.PARK@ORANGECOUNTYCLASSICALACADEMY.ORG)

Semi Park, Lead Petitioner  
Orange County Classical Academy II  
4100 E Walnut Ave,  
Orange, CA 92869

**Re: Legal Opinion Regarding Education Code Section 47605.6(a)(2)**

Dear Ms. Park:

You asked that as counsel for Orange County Classical Academy (the “Corporation”) (the non-profit public benefit corporation), we provide a legal opinion addressing whether the Corporation’s proposed establishment countywide benefit charter petition for Orange County Classical Academy II (“OCCA II”) violates Education Code Section<sup>1</sup> 47605.6(a)(2). That section provides that “[a]n existing public school shall not be converted to a charter school in accordance with this section.” For the reasons addressed below, we are confident that OCCA II’s petition does not present a proposal to “convert” “an existing public school” into a “charter school” as those terms are used in the Charter Schools Act (“CSA”), Education Code Sections 47600 *et seq.*, and therefore that approval of OCCA II’s charter by the Orange County Board of Education would not violate Section 47605.6(a)(2).

Principles of Statutory Construction

Our conclusion that OCCA II’s petition does not violate Section 47605.6(a)(2) is grounded in principles of statutory interpretation articulated by California courts, which we summarize below, and apply in the analysis that follows.

In interpreting the meaning of a statute, courts “begin with the fundamental premise that the objective of statutory interpretation is to ascertain and effectuate legislative intent.” (*Burden v. Snowden* (1992) 2 Cal.4th 556, 562.) “In determining intent, [courts] look first to the language of the statute, giving effect to its plain meaning.” (*Kimmel v. Goland* (1990) 51 Cal.3d 202, 208.) Critically, “[s]tatutory language is not considered in isolation. (*Mt. Hawley Ins. Co. v. Lopez* (2013) 215 Cal.App.4th 1385, 1414.) Courts “instead interpret the statute as a whole, so as to make sense of the entire statutory scheme.” Courts are also required to “interpret legislative enactments so as to avoid absurd results.” (*People v. Torres* (2013) 213 Cal.App.4th 1151, 1158.)

---

<sup>1</sup> All statutory references herein are to the Education Code.



Further, “when different words are used in contemporaneously enacted, adjoining subdivisions of a statute, the inference is compelling that a difference in meaning was intended.” (*Kleffman v. Vonage Holdings Corp.* (2010) 49 Cal.4th 334, 343.) Finally, statutes are interpreted to “presume . . . a repeated phrase or word in a statute is used in the same sense throughout.” (*People v. Jones* (1988) 46 Cal.3d 585, 595.)

#### OCCA I Is Not an “Existing Public School” Subject to Restrictions on Conversion

Orange County Classical Academy (“OCCA I”) cannot be considered an “existing public school” as that term is specifically used in the CSA, and thus OCCA II’s petition cannot, as a threshold matter, be subject to rules and restrictions governing conversion to “charter school” status under both Sections 47605 and 47605.6. The “conversion” concept in Section 47605(a)(2) cannot apply at all because there is no “conversion” of an “existing public school” as defined in the CSA.

Under Section 47605, the Legislature authorized “existing public schools” to convert to charter school status under Section 47605. Subsection (a)(2) provides that “[a] petition that proposes to convert an existing public school to a charter school . . . may be circulated by one or more persons seeking to establish the charter school. The petition may be submitted to the governing board of the school district for review after the petition is signed by not less than 50 percent of the permanent status teachers currently employed at the public school to be converted.” (Emphasis added.) Subsection (e)(1) requires that “an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.” (Emphasis added.)

Given these requirements, under the CSA, an “existing public school” cannot be a “charter school.” First, because the above language authorizes the conversion of an “existing public school” to “establish” a charter school, it would be an absurd interpretation that “existing public school(s)” could include a “charter school.” as a charter school cannot be converted to a charter school – it is already “established” as a charter school and there is nothing to “convert.” Second, “existing public school” must refer to traditional public schools operated by a school district, not existing charter schools, because Section 47605(e)(1) requires “existing public schools” converting to charter status to give a preference to students “who reside within the former attendance area of that public school.” Only traditional public schools operated by school districts have a “former attendance area,” not charter schools, further confirming that “existing public schools” cannot refer to “charter schools.”

Consistent with the principles of statutory interpretation described above, the Legislature’s intentional use of the different terms “existing public school” and “charter school” within the same sentences, and the statutory scheme as a whole, must be read as referring to two different concepts in juxtaposition. “Existing public school” cannot refer to a charter school because a charter school is classified as something that an “existing public school” *becomes*; it is not an “existing public school” itself. This interpretation is consistent with the California Department of Education’s





(“CDE”) view as well, that “[a] conversion charter school is a pre-existing **traditional school** that converts to a charter.” (See <https://www.ed-data.org/article/Charter-Schools-in-California> [ed-data.org is a joint publication of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team.]) (Emphasis added.)

Our conclusion that “existing public school” does not include a charter school is also supported by the fact that when the CSA was enacted into law in 1992, there were no charter schools in operation; there were only “existing public schools.” The CSA as a whole, and the term “existing public schools,” must be constructed within that context—i.e., that “existing public schools” does not include charter schools, as charter schools did not exist when the Legislature used and applied the term “existing public schools.”

Importantly, these concepts, as defined in context by Section 47605, must be applied in precisely the same manner in interpreting Section 47605.6, based on the principles of statutory interpretation described above, i.e., that terms must be read consistently and given the same meaning throughout the statutory scheme. Insofar as Section 47605.6(a) prohibits an “existing public school” from converting to a “charter school,” “existing public school” cannot be read as embracing “charter school” for the same reasons addressed above: namely, that the Legislature created a distinction between those two terms, and that an “existing public school” cannot logically refer to a charter school. If the Legislature intended to preclude charter schools authorized under Section 47605 from converting to countywide benefit charter schools, the Legislature would have done so by stating, e.g., “[a]n existing public school **and charter school authorized under section 47605** shall not be converted to a charter school in accordance with this section.”

Our conclusion that there is no prohibition on the conversion of a charter petition authorized under Section 47605 into a countywide benefit charter school is also supported by parallelism between Sections 47605 and 47605.6, specifically, that Section 47605 is the mirror image of Section 47605.6: Section 47605 authorizes “existing public schools” operated by school districts to convert to charter schools, and Section 47605.6 prohibits it. This is sensible, as school districts may legally operate dependent charter schools within their boundaries under Section 47605, but have no jurisdictional authority to operate public schools outside of their boundaries, i.e., in the case where a school district were to petition to operate a countywide benefit charter school with facilities located within *other* school districts’ boundaries. The restrictions precluding school districts from converting existing public schools to operate outside of their boundaries is unique to “existing public schools” operated by school districts. These restrictions cannot bear on charter schools that were never “existing public schools” as that term is described in Section 47605. After all, Section 47605.6 expressly authorizes such charter schools that never had a “former attendance area” as an “existing public school” to operate across school district jurisdictional lines.

Even if OCCA I could be considered “converting” to OCCA II in the most generic and broad sense of the word “convert” (which, factually, is not the case for the reasons addressed in the next section), Section 47605.6(a)(2) does not restrict such “conversion” of an existing charter school authorized by one chartering authority (e.g., a school district board of education) to a charter school to be authorized by another chartering authority (e.g., a county board of education).





However, fundamentally, OCCA II's petition does not involve a "conversion" of the specific kind addressed explicitly in the CSA, i.e., a conversion of a traditional public school (an "existing public school") to a charter school.

In sum, because OCCA I cannot be considered an "existing public school" under Sections 47605 and 47605.6, OCCA I's existence is irrelevant to whether OCCA II's petition may be granted, and the restriction on conversion in Section 47605.6(a)(2) cannot apply to OCCA II's petition.

#### OCCA I is Not Converting to OCCA II

Even if OCCA I were considered an "existing public school" in a general sense, i.e., detached from the statutory language of the CSA addressed above, OCCA I will not legally or functionally undergo a "conversion" to OCCA II through approval of OCCA II's petition.

OCCA I is currently operating as a charter school authorized by Orange Unified School District pursuant to Section 47605. OCCA I's charter will not be merged into OCCA II's proposed charter. OCCA II submitted its own charter petition, independent of OCCA I; OCCA I and OCCA II each submitted a request for school district facilities under Proposition 39 for 2022-23; OCCA II will obtain a new and separate charter as a consequence of approval of that petition; OCCA II will apply for and obtain a new charter school number, distinct from OCCA I; OCCA II will apply for its own County-District-School ("CDS") code pursuant to the CDE's instructions ([see https://www.cde.ca.gov/ds/si/ds/charterinfo.asp](https://www.cde.ca.gov/ds/si/ds/charterinfo.asp)); and OCCA II's petition presents a different school design, a new organization chart and administrative structure, and a different program objective related to serving students throughout Orange County. Students enrolled at OCCA I desiring to enroll in OCCA II will be required to apply for admission at OCCA II and will only become newly enrolled students of OCCA II if they so choose.

Although OCCA I's charter is not set to terminate until June 30, 2027, and both OCCA I and OCCA II could co-exist as separately authorized charter schools, we understand that if OCCA II's charter petition is granted, the Corporation's Board of Directors intends to close OCCA I effective June 30, 2022, and to reallocate the Corporation's real estate interests and human resources to serve OCCA II, but there is no legal requirement that the Corporation do so if it chose to operate both charter schools. A true conversion charter school could never operate separately from the "existing public school," because the "existing public school" and the charter school must, through the act of conversion, merge into each other; there is no other option under a "conversion" of the kind addressed in the CSA. When OCCA I closes as of June 30, 2022, under current plans, OCCA I will not legally merge into OCCA II as would be the case in a conversion. And again, OCCA II will not continue the operation of the same preexisting charter school under OCCA I's CDS code or charter number. When OCCA II becomes operative on July 1, 2022, it will be a completely new startup charter school with no legal relationship to OCCA I, and there will be no existing and continuing school in operation from which OCCA II will be legally "converting" on July 1, 2022.





We also note that charter petitioners regularly petition to open new charter schools with different chartering authorities to expand their model, sometimes when other charter schools they operate are scheduled to close. In those instances, the fact that the same petitioning team non-profit public benefit corporation seek a new charter petition elsewhere, using a similar school name and a similar academic philosophy and the same staff and the same governing board, does not mean that each new charter school they operate is a “conversion” or continuation of a previous one. There is nothing in Section 47605.6 that precludes a petitioning team who previously opened a district-authorized charter school under Section 47605 from opening a new charter school under Section 47605.6, nor are there any provisions that would characterize such a new charter as a “conversion.”

Relatedly, that OCCA II will utilize facilities previously utilized by OCCA I does not mean that OCCA I is converting to become OCCA II. Public schools regularly use facilities of formerly existing public schools, including through Prop 39, and that occupancy does not make such schools “conversion schools” under Sections 47605 and 47605.6.

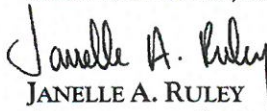
In sum, because OCCA I is not “converting” to OCCA II as that term is used in Section 47605.6(a)(2) or a general matter, the restriction on conversion in Section 47605.6(a)(2) cannot be applicable to OCCA II.

\* \* \*

Thank you for your inquiry. Please let us know if you have any further questions.

Sincerely,

LAW OFFICES OF YOUNG,  
MINNEY & CORR, LLP

  
JANELLE A. RULEY  
ATTORNEY AT LAW



*MB*

**ORANGE COUNTY BOARD OF  
BOARD AGENDA ITEM**

**DATE:** February 2, 2022  
**TO:** Nina Boyd, Deputy Superintendent  
**FROM:** Aracely Chastain, Director, Charter Schools  
**SUBJECT:** Board Action – Orange County Classical Academy II Countywide Charter School Petition

---

**DESCRIPTION:**

On November 1, 2021, Orange County Classical Academy submitted a charter petition to establish Orange County Classical Academy II as a countywide charter school. Per California Education Code, the Orange County Board of Education held public hearings on December 1, 2021 and February 2, 2022.

The Orange County Board of Education has three options for action regarding a countywide charter school petition:

- Option One: Approve the charter petition as written.
  - Option Two: Approve the charter petition with conditions. This action would result in approval of the charter petition and require the execution of an Agreement to address the issues outlined in the Staff Report published on January 18, 2022, and establish appropriate timelines for the petitioners to meet the conditions as specified.
  - Option Three: Deny the charter petition.
- 

**RECOMMENDATION:**

Orange County Department of Education staff recommend that the Orange County Board of Education approve with conditions the Orange County Classical Academy petition to establish Orange County Classical Academy II as a countywide charter school for an initial five-year charter term from July 1, 2022 to June 30, 2027.

**RESOLUTION AND WRITTEN FINDINGS  
OF THE ORANGE COUNTY BOARD OF EDUCATION  
TO APPROVE THE PETITION FOR A COUNTYWIDE CHARTER SCHOOL  
FOR ORANGE COUNTY CLASSICAL ACADEMY II**

**WHEREAS**, the Legislature has enacted the Charter Schools Act of 1992, Education Code section 47600 et seq.;

**WHEREAS**, Education Code section 47605.6 states that a county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county;

**WHEREAS**, Education Code section 47605.6 states that the county board of education may impose any additional requirements beyond those required by Education Code section 47605.6 that it considers necessary for the sound operation of a countywide charter school.

**WHEREAS**, Education Code section 47605.6 states that the county board of education may grant a charter for the operation of a charter school under this part only if it is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Education Code section 47605;

**WHEREAS**, Education Code section 47605.6(b) states that, after receiving a petition, the County Board must hold a public hearing within 60 days to consider the petition, and is required to take action to either grant or deny the charter within ninety (90) days of receipt of the petition, unless this date is extended by up to an additional 30 days by agreement;

**WHEREAS**, the county board of education shall not deny a petition for the establishment of a charter school unless it makes written factual findings specific to the particular petition setting forth specific facts stating the reasons for the denial of the charter petition;



**WHEREAS**, on November 1, 2021, the Orange County Board of Education (“Board”) received a petition from Orange County Classical Academy, a California nonprofit public benefit corporation, for the operation of Orange County Classical Academy II (“Petition”);

**WHEREAS**, on December 1, 2021, the Board held a public hearing on the Petition and received public comment thereon;

**WHEREAS**, on January 18, 2022, the Board published a Staff Report, with recommended findings, prepared by staff members of the Orange County Department of Education (“OCDE”);

**WHEREAS**, on February 2, 2022, the Board at its regular meeting held a public hearing, at which the Petitioners had equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings, to grant or deny the petition;

**NOW, THEREFORE, BE IT RESOLVED** that the Board reviewed and considered the Petition and related information received with respect to the Petition, including information presented at the public hearings and in the Staff Report in accordance with Education Code sections 47605.6;

**BE IT FURTHER RESOLVED** that the Board finds that the educational services to be provided by Orange County Classical Academy II will offer services to a pupil population that will benefit from those services and cannot be served as well by the charter school that operates in only one school district in the county;

**BE IT FURTHER RESOLVED** that the Board approves the Petition for a charter school by Orange County Classical Academy, a California nonprofit public benefit corporation, for the operation of Orange County Classical Academy II;

**BE IT FURTHER RESOLVED** that the Board approves the standard Agreement with the understanding that Orange County Classical Academy II will enter into said Agreement that addresses the operational relationship between the School, the Board and OCDE no later than the Board’s regularly scheduled meeting in May 2022. Should the Petitioner and Board fail to reach agreement by the regularly scheduled meeting in May 2022, the Board reserves the right to take further action, including but not limited to revoking its approval of the charter. The terms of this Resolution are severable.



STATE OF CALIFORNIA   )  
COUNTY OF ORANGE   )  
\_\_\_\_\_)

I, Darouny Sisavath, Clerk of the Orange County Board of Education, do hereby certify that the foregoing Resolution was duly passed, approved and adopted by the Orange County Board of Education at a regular meeting thereof held on the 2nd day of February 2022, and that it was so adopted by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

ABSTAIN: \_\_\_\_\_

BY:

\_\_\_\_\_  
Clerk of the Orange County Board of Education

Resolution # \_\_\_\_\_

**AGREEMENT BETWEEN**  
**ORANGE COUNTY BOARD OF EDUCATION AND**  
Enter non-profit name  
**FOR THE OPERATION OF** Enter school name

**STANDARD**  
**TEMPLATE**

This Agreement is made and entered into this Day **day of** Month, Year by and between the Orange County Board of Education (“Board”) and Enter non-profit Name, a nonprofit public benefit corporation operating School Name (hereinafter collectively referred to as “Charter School”). Hereinafter, the Board and Charter School shall be collectively referred to as “the Parties,” and the Board-designated staff of the Orange County Superintendent of Schools (“County Superintendent”) shall be referred to as “OCDE.”

**I. INTRODUCTORY PROVISIONS**

- A. The Board approved the countywide petition of Charter School, for a five-year period beginning on **Enter date** through **Enter date**.
- B. Charter School will be operated by a nonprofit public benefit corporation, formed and organized pursuant to the Nonprofit Public Benefit Corporation Law (Corp. Code section 5110 et seq.). Enter non-profit name is the California non-profit public benefit corporation that will operate the Charter School. Charter School shall ensure that at all times throughout the term of its charter, the terms and conditions of any agreement between Charter School and a third party, as well as the Articles of Incorporation and Bylaws of Enter non-profit name as they pertain to Charter School are and remain consistent with the Charter Schools Act, all applicable laws and regulations, provisions of the charter, and this Agreement. Charter School will notify OCDE of any amendments or modifications to the non-profit public benefit corporation’s articles of incorporations within **ten (10) business days** of the change. Amendments or modifications to the bylaws may require approval by the Board as a material revision to the petition.
- C. The purpose of this Agreement is to set forth the responsibilities of the Parties with respect to the operational relationship between Charter School, the Board, and OCDE; to address those matters that require clarification; and to outline the Parties’ agreements governing their respective fiscal and administrative responsibilities and their legal relationships. To the extent this Agreement contains terms that are inconsistent with the terms of the charter approved on **Enter date**, the terms of this Agreement shall control.

**II. TERM OF AGREEMENT**

- A. This Agreement is effective from the date upon which it is approved by the governing boards of each Party for the term of the charter, shall be reviewed at least annually, and may be amended at any time with written mutual agreement of the Parties.
- B. The approved Agreement continues in existence until Charter School voluntarily closes or its charter is non-renewed or revoked and closure procedures are completed, as determined by the Board and Charter School, after which the Agreement automatically expires. This Agreement is subject to termination during the charter term or during any subsequent renewal as specified by law or as otherwise set forth in this Agreement.
- C. Charter School may seek renewal of its charter by submitting a renewal request to the Board prior to the expiration of the term of the charter, and the Board will evaluate and decide on the renewal request in accordance with Education Code sections 47607, 47607.2, and 47605, and their implementing regulations. Charter School will submit its renewal petition for the new charter term to OCDE no sooner than **September 1** and no later than **March 1** of the final school year for which Charter School is authorized to operate.

### III. FULFILLING CHARTER TERMS

#### A. Governance

1. Charter School acknowledges and agrees it shall comply with the Public Records Act, the Political Reform Act, Ralph M. Brown Act, Government Code section 1090 et seq. as set forth in Education Code section 47604.1, and all applicable laws and regulations as they may be amended or added during the term of the charter, including all conflict of interest laws, federal and state nondiscrimination laws, and prohibitions against unauthorized student fees.
2. Charter School, the Board and OCDE are separate legal entities. OCDE is not the chartering authority and shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors, or omissions by the charter school. The Board, as the chartering authority, shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school in accordance with Education Code section 47604(d).
3. Within **ten (10) business days** of Charter School board meetings, including special and emergency board meetings, Charter School shall provide OCDE with a complete audio recording of the meeting and all materials provided to the governing board by its administration, contractors, or the public including approved previous meeting minutes, except for confidential communications as defined in Evidence Code section 952 and Government Code section 54963. Charter School will update OCDE of any changes to the Charter School board calendar within **ten (10) business days**.
4. Charter School will provide Brown Act and conflict of interest training to its governing board members and administrative staff within **45 days** of taking office or becoming employed, or as otherwise agreed with OCDE, and **at least once every year**. Charter School will certify that the trainings have been provided to the specified individuals.

#### B. Educational Program

1. Independent Study: Any independent study program operated by Charter School shall comply with all applicable laws and regulations regarding independent study. Charter School may on a case-by-case basis, use short-term independent study contracts for students who receive prior approval for absences. Any such independent study will be limited to occasional, incidental instances of extended absences due to travel or extended illness. Any such independent study will be limited to occasional, incidental instances of extended absences and must be fully compliant with all independent study statutes and regulations applicable to charter schools.
2. Family Educational Rights and Privacy Act (FERPA): Charter School, its officers and employees will comply with FERPA as well as the California Education Code sections related to student information protection at all times. Charter School will authorize OCDE to access educational records maintained by Charter School, in accordance with FERPA, and provide notice of such in Charter School policies and Parent/Student Handbook.

#### C. Fiscal Operations

1. Charter School will be directly funded in accordance with Chapter 6 (commencing with Section 47630) of Division 4 of Title 2 of the Education Code. The Parties recognize the authority of Charter School to pursue additional sources of funding.
2. The Parties agree that OCDE is not responsible to provide funding in lieu of property taxes to Charter School.



3. Charter School shall comply with Generally Accepted Accounting Principles (GAAP) applicable to public school finance and fiscal management.
4. Charter School shall adopt accounting policies and practices that establish separate accounts and/or sub-accounts for each affiliated charter school. The expenses attributable to each charter school shall be paid only from the account or sub-account of that charter school. Invoices, purchases orders, and other appropriate documentation shall be maintained by Charter School and shall be deemed to be public records subject to disclosure to OCDE upon request.
  - a) Each year Charter School shall make all records relating to the expenses of all affiliated charter schools available to OCDE and Charter School's auditor for review and audit to ensure that all expenses are appropriately allocated. In addition, Charter School shall promptly respond as required by Education Code section 47604.3.
  - b) Each year Charter School shall provide an updated organizational chart of all affiliated charter schools and all related parties operated or otherwise controlled by the same nonprofit public benefit corporation.
  - c) Charter School may temporarily loan funds between schools that it operates pursuant to a resolution approved by its Board of Directors that specifies the duration and interest rate of the loan and understands and agrees to provide access to records of Charter School and its affiliated charter schools, upon request from OCDE in accordance with Education Code section 47604.3.
5. Charter School shall establish a fiscal plan for repayment of any loans received by and/or on behalf of Charter School. It is agreed that OCDE shall receive written notice of all loans received by the Charter School and repayment of loans shall be the sole responsibility of Charter School.
6. Charter School will use all revenue received from the state and federal sources only for the educational services specified in the charter and this Agreement for the students enrolled and attending Charter School. Other sources of funding must be used in accordance with applicable state and federal statutes, and the terms or conditions, if any, of any grant or donation.

D. Fiscal Agent

1. The Parties agree that neither the Board nor OCDE shall act as fiscal agent for Charter School. It is agreed that Charter School shall be solely responsible for all fiscal services such as payroll, purchasing, attendance reporting, and completion and submission of state budget forms, but may contract with OCDE for such services by way of a separate written contract.
2. Charter School is responsible for establishing the appropriate funds or accounts in the Orange County Treasury for Charter School and for making the necessary arrangements for Charter School's participation in the State Teachers' Retirement System, the Public Employees' Retirement System, or social security. Nothing in this paragraph shall be interpreted to mean that Charter School must maintain all funds in the County Treasury. If funds are not maintained in the County Treasury, they must be deposited with a federally insured commercial bank or credit union.
  - a) OCDE will only withdraw funds from the Orange County Treasury to a charter school owned bank account. Bank account name must match the charter school name or a Doing Business As (DBA) reference. No fund transfers will be made to a third party.
  - b) Orange County Treasury withdrawals will take place two (2) times per month. The first withdrawal will take place on the 10<sup>th</sup> day of each month and the second withdrawal will take place at the end of each month.



- c) Charter school's Orange County Treasury account will maintain a minimum balance that is sufficient to cover one month of CalSTRS and CalPERS retirement contributions.

E. Student Attendance Accounting and Reporting

Charter School shall utilize commercially available attendance accounting software.

F. Oversight Fees

1. Charter School will be charged an annual oversight fee not to exceed one percent (1%) of the revenue received by Charter School in accordance with Education Code section 47613. The oversight fee will be calculated on the LCFF base grant, supplemental grant and concentration grant funding provided at the First Principal Apportionment (P-1). The amount will be calculated in **April of each year** based upon first principal apportionment (P-1) data for ninety-five percent (95%) of the estimated total. The calculation will also include an adjustment for the preceding year based upon final revenue for that year.
2. Payment Schedule: Charter School shall pay to County Superintendent its actual oversight costs not to exceed one percent (1%) of the LCFF base grant, supplemental grant, and concentration grant revenue received by Charter School ("Oversight Fee") in two equal payments during each Fiscal Year: (1) First Payment -- fifty percent (50%) of the Oversight Fee will be paid on or about **January 15**; and (2) Second Payment -- the remaining fifty percent (50%) plus any adjustment necessary to the First Payment, will be paid on or about **June 15**. County Superintendent will bill Charter School for the Oversight Fee that is due and Charter School shall make payment within thirty (30) days from the date of receipt of the bill, or thirty-two (32) days from the date of the bill. If County Superintendent does not receive the payment within the above-specified timeframe, Charter School hereby authorizes County Superintendent to transfer the payment from Charter School account to County Superintendent's account upon expiration of the thirty (30) days from the receipt of the bill or thirty-two (32) days from the date of the bill.

G. Insurance and Liability

1. Charter School will provide certificates of insurance coverage to OCDE prior to opening and annually thereafter. The certificates shall indicate that the Board, County Superintendent, and OCDE are endorsed as additional insured under the coverage and shall include a provision that the coverage will be primary and will not participate with any valid and collectible insurance or program of self-insurance carried or maintained by the Board, County Superintendent or OCDE. Exhibit A, Insurance Coverage and Policies, indicates the minimum insurance requirements and is incorporated by reference herein. Charter School shall forward any written notice to OCDE within **three (3) business days** of any modification, change or cancellation of any of the above insurance coverage. It shall be expressly understood that the coverage and limits referenced herein shall not in any way limit the liability of Charter School. In addition, Charter School shall assure that its vendors have adequate insurance coverage for the goods and/or services provided to Charter School to protect the interests of Charter School as well as OCDE, the Board and the County Superintendent.
2. Charter School shall hold harmless, defend, and indemnify the Board, the County Superintendent, and OCDE, its officers, agents, and employees, from every liability, claim, or demand (including settlement costs and reasonable attorneys' fees) which may be made by reason of: 1) any injury to volunteers; and 2) any injury to person or property sustained by any person, firm or Charter School related to any act, neglect, default or omission of Charter School, its officers, employees or agents, including any claims for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors. In cases of such liabilities, claims or demands, Charter School, at its own expense and risk, shall defend all legal proceedings which may be brought against it and/or the Board, the County Superintendent or OCDE, its officers and employees, and satisfy any resulting

judgments up to the required Agreements that may be rendered against any of them. Notwithstanding the foregoing: (a) any settlement requiring the Board, the County Superintendent or OCDE to admit liability or to pay any money will require the prior written consent of the Board, the County Superintendent or OCDE, as applicable; and (b) the Board, County Superintendent and/or OCDE may join in the defense with its counsel at its own expense.

3. Charter School understands and agrees that its employees, contractors, subcontractors and agents shall not be considered officers, employees or agents of the Board, the County Superintendent or OCDE, and are not entitled to benefits of any kind or nature normally provided to OCDE employees. Charter School further assumes the full responsibility for acts and/or omissions of its employees, agents or contractors as they relate to the services to be provided under the charter and this Agreement. Charter School shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance (as applicable), social security and income tax withholding with respect to employees of Charter School.
4. Required Disclosures: Charter School shall notify OCDE in writing within **three (3) business days** of any pending or actual litigation and/or formal claim from any party or notice of potential criminal infraction, criminal or civil action against Charter School or any employee, or request for information by any governmental agency to the extent permitted by law. Charter School acknowledges and agrees it shall comply with all applicable laws and regulations as may be amended or added during the term of the charter.

#### H. Human Resources

STRS and PERS Reporting Requirements: Charter School shall accept and assume sole financial responsibility for any and all STRS and PERS reporting fines and penalties, including any and all financial consequences from the implementation of regulations, or any other action, that renders employees of Charter School ineligible to participate in a governmental defined-benefit retirement plan.

#### I. Contracts

1. Charter School shall not have the authority to enter into a contract that would bind the Board, County Superintendent and/or OCDE, nor to extend the credit of the Board, County Superintendent and/or OCDE to any third person or party. Charter School shall clearly indicate in writing to vendors and other entities with which or with whom Charter School enters into an agreement or contract that the obligations of Charter School under such agreement or contract are solely the responsibility of Charter School and are not the responsibility of the Board, County Superintendent and/or OCDE.
2. Charter School shall ensure that all contracts for goods and services comply with the criteria noted in Title 5, section 11967.5.1 of California Code of Regulations. Charter School shall comply with bidding requirements tied to receipt of any state, federal or grant funds that require compliance with bidding that is more stringent or purchasing requirements. Additionally, records and information regarding implementation of the contract will be provided to OCDE in accordance with Education Code section 47604.3.
3. Charter School will make every effort to ensure that vendors comply with all reasonable inquiries by OCDE for records and information related to this contract.
4. Charter/Education Management Organization (C/EMO) Contracts:

Entering into or substantively revising a contract with an Educational Charter Management Organization (E/CMO) shall be presented to the Board for approval as a material revision to the charter.

Charter School shall ensure the following for any C/EMO contract:

- a) Require that any C/EMO contract (or revision to an agreement) that is entered into be in compliance with state and federal law and the charter and includes language that:
  - i. None of the principals of either the C/EMO or Charter School has conflicts of interest.
  - ii. C/EMO shall comply with Education Code section 47604.3 and the California Public Records Act, Government Code section 6250 et. seq.
  - iii. Any provision of the agreement that is in violation of state or federal law or the charter is void.
- b) Upon approval by Charter School board, Charter School shall provide OCDE a copy of the following:
  - i. C/EMO agreement (or revision to an agreement).
  - ii. Evidence that the C/EMO is a nonprofit public benefit corporation.
  - iii. A description of the C/EMO's roles and responsibilities for the management of Charter School and the internal controls that will be put in place to guide the relationship.
  - iv. A list of other schools managed by the C/EMO.
  - v. A list of and background on the C/EMO's leaders and board of directors.

#### J. Facilities Agreement

- 1. Prior to opening, Charter School will provide a written signed agreement, lease or other similar document indicating Charter School's right to use the principal school site identified in the charter, and any ancillary facilities identified by Charter School, for that school year unless Charter School has previously provided a long term lease that includes the school year at issue, and evidence that the facility will be adequate for Charter School's needs.
- 2. A pre-opening site visit shall be conducted by OCDE prior to the opening of Charter School. Once open, Charter School must request a material revision to the charter petition in order to change facilities. Following an approved revision to the charter, OCDE will conduct, without unreasonable delay, a site visit of a new or changed Charter School facility prior to students attending the new facilities. Under extraordinary circumstances (e.g., a change of facilities necessitated by fire, natural disaster or inhabitability) the Parties may waive the pre-opening site visit.

#### K. Zoning and Occupancy

- 1. Charter School shall provide OCDE with a Certificate of Occupancy issued by the applicable permitting agency, allowing Charter School to use and occupy the site, prior to opening, unless Charter School is located at a public school site provided pursuant to Proposition 39 or other facilities use agreement with a school district. In lieu of the zoning certification, Charter School can provide OCDE with evidence that zoning ordinances have been overridden by the school district in which the facility is located or by another entity authorized to override zoning ordinances pursuant to current or then applicable state law. The facility must meet all applicable health and fire code requirements, zoning laws, and Americans with Disabilities Act (ADA) requirements for a K-12 public school.
- 2. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a Certificate of Occupancy to OCDE for each facility before the school is scheduled to open or operate in the facility or facilities. If Charter School ever seeks facilities from a school district in which it intends to locate (or is located) under Education Code section 47614 (Proposition 39), it will follow applicable statute and regulations regarding submission of such a request to the school district.
- 3. Notwithstanding any language to the contrary in this charter, the interpretation, application and enforcement of this provision are not subject to the Dispute Resolution Process outlined in the charter.

The Parties agree that should a dispute arise under this section, they will meet to attempt to resolve any concerns within ten calendar days of the dispute.

**L. Dispute Resolution**

The Parties acknowledge and agree that in addition to the provisions of the charter, dispute resolution procedures shall be consistent with applicable laws and regulations, including Education Code section 47607(g). The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between OCDE and Charter School, except any controversy or claim that is in any way related to revocation of this Charter School, pursuant to the terms of the dispute resolution procedures in the charter.

**IV. MATERIAL REVISIONS**

Modifications of the approved charter must be in writing and submitted to OCDE for review and determination as to whether such amendments must be submitted to the Board as a material revision to the charter. Such amendments may only be submitted to the Board upon the approval of Charter School's board, and will take effect only if approved by the Board.

**V. SEVERABILITY**

If any provision or any part of this Agreement is for any reason held to be invalid and/or unenforceable or contrary to public policy or statute, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.

**VI. NON-ASSIGNMENT**

No portion of this Agreement or the Charter petition approved by the Board may be assigned to another entity without the prior written approval of the Board.

**VII. WAIVER**

A waiver of any provision or term of this Agreement must be in writing and signed by both Parties. Any such waiver shall not constitute a waiver of any other provision of this Agreement. All Parties agree that neither party to this Agreement waives any of the rights, responsibilities and privileges established by the Charter Schools Act of 1992.

**VIII. NONDISCRIMINATION**

The Parties recognize and agree that in addition to complying with all nondiscrimination requirements of the Charter Schools Act, including agreement that Charter School shall not charge tuition, shall be nonsectarian, and pursuant to Education Code section 200 et seq., Charter School shall be open to all students. In addition to these nondiscrimination provisions, Charter School shall not discriminate against applicants or employees on the basis of any characteristics or categories protected by state or federal law. Charter School acknowledges and agrees that it shall comply with all applicable federal and state nondiscrimination laws and regulations as they may be amended.

**IX. NOTIFICATION**

All notices, requests and other communications under this Agreement shall be in writing and mailed to the proper addresses as follows:

To OCDE at:

Nina Boyd, Deputy Superintendent  
Orange County Department of Education  
200 Kalmus Drive, Costa Mesa CA, 92626-9050



To Enter non-profit at:

Enter school contact name, Title

Enter address

Enter address

## **X. INTEGRATION**

This Agreement contains the entire Agreement of the Parties with respect to the matters covered hereby, and supersedes any oral or written understandings or agreements between the Parties with respect to the subject matter of this Agreement. No person or party is authorized to make any representations or warranties except as set forth herein, and no Agreement, statement, representation or promise by any party hereto which is not contained herein shall be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties, representations, statements or promises by any of the Parties herein or any of their agents or consultants except as may be expressly set forth in this Agreement. The Parties further recognize that this Agreement shall only be modified in writing by the mutual agreement of the Parties.

## **XI. ORDER OF PRECEDENCE**

The Parties further acknowledge and agree that, unless otherwise noted in this Agreement, any inconsistency in the charter shall be resolved by giving precedence in the following order:

1. This Agreement
2. Documents incorporated by reference to the Agreement, including Exhibit A and Exhibit B
3. The Charter, as approved by the Board
4. The bylaws and articles of incorporation of the nonprofit public benefit corporation operating as the Charter School

For Charter School:

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Signature: \_\_\_\_\_

For the Board:

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Signature: \_\_\_\_\_

**EXHIBIT A**  
**INSURANCE COVERAGE AND POLICIES**

Charter School, at its sole cost and throughout the charter term, shall procure and maintain in effect each insurance listed below. All required insurance, and if self-insurance will be provided, must contain coverage that complies, at a minimum, with the following requirements:

1. Property Insurance for replacement value, if offered by the insurance carrier, including coverage for all assets listed in Charter School's property inventory and consumables. If full replacement value coverage is not available, Charter School shall procure property insurance in amounts as close to replacement value as possible and sufficient to protect the school's interests.
2. General Commercial Liability with at least \$2,000,000 per occurrence and \$5,000,000 in total general liability insurance, providing coverage for negligence, errors and omissions/educators legal liability, Fire Legal Liability, of Charter School, its governing board, officers, agents, employees, and/or students. The deductible per occurrence for said insurance shall not exceed \$20,000 for any and all losses resulting from negligence, errors and omissions of Charter School, its governing board, officers, agents, employees, and/or students.
3. Workers' Compensation insurance in accordance with the California Labor Code, adequate to protect Charter School from claims under Workers' Compensation Acts, which may arise from Charter School's operation, with statutory limits. The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
4. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
5. Crime Insurance or Fidelity Bond coverage to cover all Charter School employees who handle, process, or otherwise have responsibility for Charter School's funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence, with no self-insured retention.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
9. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

## **EXHIBIT B**

### **CHARTER-SPECIFIC CONDITIONS**

As a condition of charter petition approval by the Board, the following charter-specific conditions must be met by  
Enter Date.

**RESOLUTION AND WRITTEN FINDINGS  
OF THE ORANGE COUNTY BOARD OF EDUCATION  
TO APPROVE WITH CONDITIONS THE PETITION FOR A COUNTYWIDE  
CHARTER SCHOOL FOR ORANGE COUNTY CLASSICAL ACADEMY II**

**WHEREAS**, the Legislature has enacted the Charter Schools Act of 1992, Education Code section 47600 et seq.;

**WHEREAS**, Education Code section 47605.6 states that a county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county;

**WHEREAS**, Education Code section 47605.6 states that the county board of education may impose any additional requirements beyond those required by Education Code section 47605.6 that it considers necessary for the sound operation of a countywide charter school.

**WHEREAS**, Education Code section 47605.6 states that the county board of education may grant a charter for the operation of a charter school under this part only if it is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Education Code section 47605;

**WHEREAS**, Education Code section 47605.6(b) states that, after receiving a petition, the County Board must hold a public hearing within 60 days to consider the petition, and is required to take action to either grant or deny the charter within ninety (90) days of receipt of the petition, unless this date is extended by up to an additional 30 days by agreement;

**WHEREAS**, the county board of education shall not deny a petition for the establishment of a charter school unless it makes written factual findings specific to the particular petition setting forth specific facts stating the reasons for the denial of the charter petition;



**WHEREAS**, on November 1, 2021, the Orange County Board of Education (“Board”) received a petition from Orange County Classical Academy, a California nonprofit public benefit corporation, for the operation of Orange County Classical Academy II (“Petition”);

**WHEREAS**, on December 1, 2021, the Board held a public hearing on the Petition and received public comment thereon;

**WHEREAS**, on January 18, 2022, the Board published a Staff Report, with recommended findings, prepared by staff members of the Orange County Department of Education (“OCDE”);

**WHEREAS**, on February 2, 2022, the Board at its regular meeting held a public hearing, at which the Petitioners had equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings, to grant or deny the petition;

**NOW, THEREFORE, BE IT RESOLVED** that the Board reviewed and considered the Petition and related information received with respect to the Petition, including information presented at the public hearings and in the Staff Report in accordance with Education Code sections 47605.6;

**BE IT FURTHER RESOLVED** that the Board adopts the summary of findings set forth in the Staff Report published on January 18, 2022, which is attached hereto and integrated herein by this reference

**BE IT FURTHER RESOLVED** that the Board approves with conditions, the Petition for a countywide charter school submitted by Orange County Classical Academy, a California nonprofit public benefit corporation, for the operation of Orange County Classical Academy II.

**BE IT FURTHER RESOLVED** that the approval of the Petition is subject to conditions that address the findings as specified in the Staff Report and by the Board. To satisfy the conditions, Petitioner and Board must fully execute an Agreement that addresses all of the findings, as well as the operational relationship between the School, the Board, and OCDE no later than the Board’s regularly scheduled meeting in May 2022. Should the Petitioner and Board fail to reach agreement by the regularly scheduled meeting in May 2022, the Board reserves the right to take further action, including but not limited to revoking its approval of the charter. The terms of this Resolution are severable.

STATE OF CALIFORNIA   )  
COUNTY OF ORANGE   )  
\_\_\_\_\_)

I, Darouny Sisavath, Clerk of the Orange County Board of Education, do hereby certify that the foregoing Resolution was duly passed, approved and adopted by the Orange County Board of Education at a regular meeting thereof held on the 2nd day of February 2022, and that it was so adopted by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

ABSTAIN: \_\_\_\_\_

BY:

\_\_\_\_\_  
Clerk of the Orange County Board of Education

Resolution # \_\_\_\_\_

**RESOLUTION AND WRITTEN FINDINGS  
OF THE ORANGE COUNTY BOARD OF EDUCATION  
TO DENY THE PETITION FOR A COUNTYWIDE CHARTER SCHOOL  
FOR ORANGE COUNTY CLASSICAL ACADEMY II**

**WHEREAS**, the Legislature has enacted the Charter Schools Act of 1992, Education Code section 47600 et seq.;

**WHEREAS**, Education Code section 47605.6 states that a county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county;

**WHEREAS**, Education Code section 47605.6 states that the county board of education may impose any additional requirements beyond those required by Education Code section 47605.6 that it considers necessary for the sound operation of a countywide charter school.

**WHEREAS**, Education Code section 47605.6 states that the county board of education may grant a charter for the operation of a charter school under this part only if it is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Education Code section 47605;

**WHEREAS**, Education Code section 47605.6(b) states that, after receiving a petition, the County Board must hold a public hearing within 60 days to consider the petition, and is required to take action to either grant or deny the charter within ninety (90) days of receipt of the petition, unless this date is extended by up to an additional 30 days by agreement;

**WHEREAS**, the county board of education shall not deny a petition for the establishment of a charter school unless it makes written factual findings specific to the particular petition setting forth specific facts stating the reasons for the denial of the charter petition;



**WHEREAS**, on November 1, 2021, the Orange County Board of Education (“Board”) received a petition from Orange County Classical Academy, a California nonprofit public benefit corporation, for the operation of Orange County Classical Academy II (“Petition”);

**WHEREAS**, on December 1, 2021, the Board held a public hearing on the Petition and received public comment thereon;

**WHEREAS**, on January 18, 2022, the Board published a Staff Report, with recommended findings, prepared by staff members of the Orange County Department of Education (“OCDE”);

**WHEREAS**, on February 2, 2022, the Board at its regular meeting held a public hearing, at which the Petitioners had equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings, to grant or deny the petition;

**NOW, THEREFORE, BE IT RESOLVED** that the Board reviewed and considered the Petition and related information received with respect to the Petition, including information presented at the public hearings and in the Staff Report in accordance with Education Code section 47605.6;

**BE IT FURTHER RESOLVED** that the Board adopts the summary findings set forth in the Staff Report published on February 2, 2022, which is attached hereto and integrated herein by this reference;

**BE IT FURTHER RESOLVED** that based on the findings as specified in the Staff Report and by the Board the Board further finds as follows: The petition fails to satisfy the legal standards and criteria under Education Code section 47605.6(b)(1)-(5) because:

The petition does not contain reasonably comprehensive descriptions of the required elements under Education Code section 47605.6(b)(5).

**BE IT FURTHER RESOLVED** that the Board denies the Petition based on the findings herein adopted. The terms of this Resolution are severable. Should it be determined that one or more of the findings is invalid, the remaining findings and the Board action shall remain in full force and effect. Each finding is, in and of itself, a sufficient basis for the denial.

STATE OF CALIFORNIA   )  
COUNTY OF ORANGE   )  
\_\_\_\_\_)

I, Darouny Sisavath, Clerk of the Orange County Board of Education, do hereby certify that the foregoing Resolution was duly passed, approved and adopted by the Orange County Board of Education at a regular meeting thereof held on the 2nd day of February 2022, and that it was so adopted by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

ABSTAIN: \_\_\_\_\_

BY:

\_\_\_\_\_  
Clerk of the Orange County Board of Education

Resolution # \_\_\_\_\_

MB

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: February 2, 2022

TO: Nina Boyd, Deputy Superintendent

FROM: Ken L. Williams, D.O., Board Vice President

SUBJECT: Resolution regarding Mental Health Care for Orange County's Students

---

RECOMMENDATION:

Board action on Resolution regarding Mental Health Care for Orange County's Students



## **RESOLUTION OF THE ORANGE COUNTY BOARD OF EDUCATION**

### **Mental Health Care for Orange County's Students**

**WHEREAS**, the Orange County Board of Education (Board) and Orange County Superintendent of Schools (Superintendent) have historically advanced the well-being and direct academic instruction of Orange County's students and children; and

**WHEREAS**, state Education Codes are permissive, and Education Code 1042 (b) allows county boards of education to "adopt rules and regulations governing the administration of the office of the county superintendent of schools" ; and

**WHEREAS**, one in two adolescents nationwide is affected by a mental health problem, and there is a 25 % increase in self-harm and suicide alerts among youth ages 12 to 18 years in 2021; and

**WHEREAS**, the Board has been presented a PowerPoint presentation by Dr. Martin Eaton who presented Heads Up CheckUP (HUCU) , a mental health and behavioral Risk Screening System; and

**WHEREAS**, the Board seeks to create a Memorandum of Understanding (MOU) between the OCDE and HUCU, to assist in promoting a Mental Health Access Collaborative for universal county-wide screening to advance the screening of the mental health and well-being of Orange County students.

**THEREFORE**, the Board in effecting state Education Code 1042(b) instructs the Superintendent as ex-officio officer of the Board, and CEO of the county office of education to:

1. Assist Orange County School Districts in mental health screening of its students using appropriate and verifiable screening tools to include HUCU.
2. Construct a MOU that creates an OCDE collaborative and official association with HUCU , that meets the administrative and legal requirements, to be presented to the board for final approval by the March Board meeting.

ADOPTED by the Orange County Board of Education on the 2nd day of February 2022.

**AYES:**

**NOES:**

**ABSENT:**

**STATE OF CALIFORNIA**

**COUNTY OF ORANGE**

**I, Mari Barke**, President to the Board of Education of Orange County, California hereby certify that the foregoing Resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 2nd day of February 2022 and passed by a vote of said Board Members present.

**IN WITNESS THEREOF**, I have hereunto set my hand and seal this 2nd day of February 2022.

---

Mari Barke, President  
Orange County Board of Education

NB

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: February 2, 2022

TO: Nina Boyd, Deputy Superintendent

FROM: Ken L. Williams, D.O., Board Vice President

SUBJECT: Resolution regarding Establishing the County Superintendent of Schools'  
Salary for the 2022-2026 term

---

RECOMMENDATION:

Board action on Resolution regarding Establishing the County Superintendent of  
Schools' Salary for the 2022-2026 term

**ORANGE COUNTY BOARD OF EDUCATION**

**Resolution**

**"Establishing the County Superintendent of Schools'  
Salary for the 2022-2026 term**

**FEBRUARY 2, 2022**

**WHEREAS**, Article IX, §3.1 provides: (b) *notwithstanding any provision of this Constitution to the contrary, the County Board of Education or joint Board of Education, as the case may be, shall fix the salary of the County Superintendent of Schools or the joint County Superintendent of Schools, respectively;* and

**WHEREAS**, Education Code §1040 provides: County Boards of Education shall: (a) adopt rules and regulations not inconsistent with the laws of the state, for their own government; and

**WHEREAS**, Education Code §1042 provides: County Boards of Education may do the following: (a) *adopt rules and regulations governing the administration of the office of the County Superintendent of Schools;* and

**WHEREAS**, Education Code §1207 provides the following language: *The qualifications of the County Superintendent of Schools in each county shall be as set forth in Sections 1205 to 1212<sup>1</sup>, inclusive, 1 for that class into which the county falls. The class into which each county falls shall be determined on October 1st of each year based upon the average daily attendance in the public schools of such county for the preceding school year as reported to the State Department of Education. In no case will the salary of the County Superintendent be lowered during his term of office. The salaries set forth in Section 1213<sup>2</sup> are payable to incumbent County Superintendents of Schools; provided, however, that the salary of an incumbent shall not be reduced during the term for which he was elected or appointed or for any consecutive new term to which he is elected or appointed;* and

**WHEREAS**, Education Code §1209 provides: *A County Superintendent of Schools shall not increase his or her salary, financial remuneration, benefits, or pension in any manner or for any reason without bringing the matter to the attention of the County Board of Education for its discussion at a regularly scheduled public meeting of the board and without the approval of the County Board of Education;* and

**WHEREAS**, California Attorney General Opinion No. CV 77-180-August 24, 1978 (61 Ops. Cal. Atty. Gen. 384), concluded that a County Board of Education has the authority to decrease the County Superintendent's salary; and

**WHEREAS**, California Attorney General Opinion No. CV 79-507-July 11, 1979 (61 Ops. Cal. Atty. Gen. 356), concluded the County Board of Education has plenary power to increase or decrease the Superintendent's salary before the upcoming term before that term commences; and

---

<sup>1</sup> Sections 1209 to 1212 are repealed

<sup>2</sup> Repealed



**WHEREAS**, Education Code §1240 provides: the County Superintendent of Schools primary purpose is to superintend the schools of the county, and administrate state duties and statutory functions as outlined in state Education Codes; and

**WHEREAS**, on February 22, 1977, the Orange County Board of Supervisors ("Board of Supervisors") passed a resolution stating in relevant part: *NOW, THEREFORE, IT IS RESOLVED, that a transfer of certain educational duties and functions to the County Board of Education, pursuant to Education Code §671, and the establishment of a single fund budget for the support of the County Board of Education, the County Superintendent of Schools, and the County Committee on School District Organization, pursuant to chapter 2 of Division 15 of the Education Code (commencing with §20400), is approved in principle; and*

**WHEREAS**, on June 7, 1977, the Board of Supervisors passed in implementing resolution stating in relevant part: *WHEREAS, the County Superintendent of Schools and the County Board of Education have proposed all duties and functions of an educational nature performed by the Board of Supervisors be transferred to the County Board of Education; and*

**WHEREAS**, Education Code §35160 provides: *On or after January 1, 1976, the governing board of any school district may initiate and carry out any program, activity, or may otherwise act in a manner which is not in conflict with or inconsistent with, or preempted by any law and which is not in conflict with the purposes for which school districts are established; and*

**WHEREAS**, Education Code §35160.1 provides:(a) The Legislature finds and declares that School Districts, County Boards of Education, and County Superintendents of Schools have diverse needs unique to their individual communities and programs. Moreover, in addressing their needs, common as well as unique, School Districts, County Boards of Education, and County Superintendents of Schools should have the flexibility to create their own unique solutions (b) In enacting Section 35160, it is the intent of the Legislature to give School Districts, County Boards of Education, and County Superintendents of Schools broad authority to carry on activities and programs, including the expenditure of funds for programs and activities which, in the determination of the governing board of the school district, the County Board of Education, or the County Superintendent of Schools are necessary or desirable in meeting their needs and are not inconsistent with the purposes for which the funds were appropriated. It is the intent of the Legislature that Section 35160 be liberally construed to effect this objective; and

**WHEREAS**, Education Code §35160.2 provides: For the purposes of Section 35160, "the School District," shall include County Superintendents of Schools and County Boards of Education; and

**WHEREAS**, Education Code §35161 provides: *The governing board of any school district may execute any powers delegated by law to it or to the district of which it is the governing board, and shall discharge any duty imposed by law upon it or upon the district of which it is the governing board, and may delegate to an officer or employee of the district any of those powers or duties. The governing board, however, retains ultimate responsibility over the performance of those powers or duties so delegated ; and*

**WHEREAS**, the Orange County Board of Education ("County Board") has been informed that the Orange County Superintendent of Schools ("County Superintendent") receives a base salary of \$347,642 per year with a longevity stipend of 10% for a total salary of \$382,387 per year ; and

**WHEREAS**, the County Board is informed and believes that the County Superintendent has the highest base salary of any county superintendent in the State of California; and

**WHEREAS**, the County Board is informed and believes that, effective December 6, 2021, the California Governor receives a base salary of \$218,556 per year; and

**WHEREAS**, the County Board is informed and believes that, effective December 6, 2021, the California Lieutenant Governor receives a base salary of \$163,841 per year; and

**WHEREAS**, the County Board is informed and believes that, effective December 6, 2021, the California Attorney General receives a base salary of \$189,841 per year; and

**WHEREAS**, the County Board is informed and believes that, effective December 6, 2021, the California Controller receives a base salary of \$174,843 per year; and

**WHEREAS**, the County Board is informed and believes that, effective December 6, 2021, the California Treasurer receives a base salary of \$174,843 per year; and

**WHEREAS**, the County Board is informed and believes that, effective December 6, 2021, the California Secretary of State receives a base salary of \$163,917 per year; and

**WHEREAS**, the County Board is informed and believes that, effective December 6, 2021, the California Superintendent of Public Instruction receives a base salary of \$189,841 per year; and

**WHEREAS**, the County Board is informed and believes that, effective December 6, 2021, the California Insurance Commissioner receives a base salary of \$174,843 per year; and

**THEREFORE THE ORANGE COUNTY BOARD OF EDUCATION** hereby resolves as follows:

1. Pursuant to its authority under California Constitution Article IX, §3.1 (b), as well as the above referenced legal authority, the County Board shall fix the County Superintendent's base salary at \$ with a longevity stipend of 10% for a total compensation of \$ ; and

2. Pursuant to Education Code §1209, the County Superintendent shall, on or before (DATE SHORTLY BEFORE PULLING PAPERS), report his salary, remuneration, benefits, stipends and/or allowances (hereinafter "benefits package") to the County Board for the purpose of obtaining County Board approval.

3. At the next regularly scheduled Board meeting the County Board shall approve and/or modify the County Superintendent's benefits package.

ADOPTED by the Orange County Board of Education on the 2nd day of February 2022.

**AYES:**

**NOES:**

**ABSENT:**

**STATE OF CALIFORNIA**

**COUNTY OF ORANGE**

**I, Mari Barke**, President to the Board of Education of Orange County, California hereby certify that the foregoing Resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 2nd day of February 2022 and passed by a vote of said Board Members present.

**IN WITNESS THEREOF**, I have hereunto set my hand and seal this 2nd day of February 2022.

---

Mari Barke, President  
Orange County Board of Education



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: February 2, 2022  
TO: Nina Boyd, Deputy Superintendent  
FROM: Darou Sisavath, Recording Clerk  
SUBJECT: Resolution #01-22  
Arts Education Month

---

RECOMMENDATION:

Adopt Resolution #01-22 to recognize March 2022 as Arts Education Month.



**RESOLUTION OF THE BOARD OF EDUCATION  
ORANGE COUNTY, CALIFORNIA**

**MARCH 2022  
ARTS EDUCATION MONTH**

**WHEREAS**, Arts Education, which includes dance, music, theatre, and the visual arts, is an essential part of basic education for all students, kindergarten through grade twelve, to provide for balanced learning and to develop the full potential of their minds; and

**WHEREAS**, through well-planned instruction and activities in the arts, children develop initiative, creative ability, self-expression, self-reflection, thinking skills, discipline, a heightened appreciation of beauty and cross-cultural understanding; and

**WHEREAS**, experience in the arts develops insights and abilities central to the experience of life, and are collectively one of the most important repositories of culture; and

**WHEREAS**, many national and state professional educational associates hold celebrations in March focused on students' participation in the arts; and

**WHEREAS**, these celebrations give California schools a unique opportunity to focus on the value of the arts for all students, to foster cross-cultural understanding, to give recognition to the state's outstanding young artists, to focus on careers in the arts available to California students, and to enhance public support for this important part of our curriculum; and

**WHEREAS**, the California State Board of Education states in its Arts Education Policy adopted in July 1989 that each student should receive a high quality, comprehensive arts education program based on the adopted visual and performing arts curriculum documents.

**NOW, THEREFORE, BE IT RESOLVED**, on the 2nd day of February, 2022 that the Orange County Board of Education proclaims the month of March 2022 as the Arts Education Month and encourages all educational communities to celebrate the arts with meaningful student activities and programs that demonstrate learning and understanding in the visual and performing arts; and

**BE IT FURTHER RESOLVED**, that educational communities involve parents and community representatives in these activities and programs that demonstrate learning and understanding in the visual and performing arts and the Orange County Board of Education will distribute suitably prepared copies of this resolution to all school districts in the County of Orange.

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA, COUNTY OF ORANGE

I, Mari Barke, President to the Board of Education of Orange County, California hereby certify that the foregoing Resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 2nd day of February 2022.

**IN WITNESS THEREOF**, I have hereunto set my hand and seal this 2nd day of February 2022.

\_\_\_\_\_  
Mari Barke, President  
Orange County Board of Education

Resolution #01-22

*nb*

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: February 2, 2022  
TO: Nina Boyd, Deputy Superintendent  
FROM: Ken Williams, D.O., Board Vice President  
SUBJECT: Resolution #02-22  
Recognizing and Honoring Black History Month

---

RECOMMENDATION:

Adopt Resolution #02-22 to recognize February 2022 as National Black History Month.

RESOLUTION OF THE BOARD OF EDUCATION  
ORANGE COUNTY, CALIFORNIA  
**Recognizing and Honoring Black History Month**

**WHEREAS**, the origin of Black History Month began in 1915, half a century after the Thirteenth Amendment abolished slavery in the United States, and grew out of “Negro History Week,” which was the creation of noted historian Carter G. Woodson, and other prominent black Americans; and

**WHEREAS**, with the Civil Rights Movement, and the impact of Civil Rights leaders such as Martin Luther King , Jr., a growing awareness of black identity has developed, and Black History Month has evolved to an annual celebration of achievements by black Americans and a time for recognizing the central role of black Americans in U.S. history; and

**WHEREAS**, the contributions of black Americans from all walks of life and their endeavors to learn and thrive throughout history and make unforgettable contributions in our Nation as artists, scientists, educators, business people, influential thinkers, members of the faith community, athletes, and political and governmental leaders, reflects the greatness of the United States; and

**WHEREAS**, remaining hopeful and confident about the path ahead, and a time to acknowledge the courageous fight for the civil rights, liberties, and freedoms for all Americans, the Orange County Board of Education observes and honors Black History Month, and encourages educators, students, and families to learn about the heritage and achievements of Black Americans through appropriate programs and activities; and

**NOW, THEREFORE, BE IT RESOLVED** that Orange County Board of Education does hereby adopt this resolution to honor Black History Month and recognize the remarkable contributions made by these patriotic Americans.

**PASSED AND ADOPTED** by the Orange County Board of Education at a meeting held on February 2, 2021, by the following vote:

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA, COUNTY OF ORANGE

I, Mari Barke, President to the Board of Education of Orange County, California hereby certify that the foregoing Resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 2nd day of February 2022.

IN WITNESS THEREOF, I have hereunto set my hand and seal this 2nd day of February 2022.

---

Mari Barke, President  
Orange County Board of Education

MB

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: February 2, 2022

TO: Nina Boyd, Deputy Superintendent

FROM: Mari Barke, Board President  
Ken L. Williams, D.O., Board Vice President

SUBJECT: Haight, Brown & Bonesteel LLP – Invoice

---

RECOMMENDATION:

Approve invoice #3250004 in the amount of \$710.78 and invoice #3250005 in the amount of \$31,015.24 for Haight, Brown & Bonesteel LLP.





**Haight Brown & Bonesteel LLP**

**LAWYERS**

555 South Flower Street  
Forty-Fifth Floor  
Los Angeles, CA 90071

P.O. Box 17939  
Los Angeles, CA 90017-0939

www.hbblaw.com

*Telephone:* 213.542.8000

*Facsimile:* 213.542.8100

*Bill Inquiries:* 213.542.8074  
accountsreceivable@hbblaw.com

*Tax ID:* 95-1605271

Nina Boyd, Associate Superintendent  
ORANGE COUNTY BOARD OF EDUCATION  
200 Kalmus Drive  
Costa Mesa, CA 92626-5922

Invoice No.: 3250004  
Client/Matter: OC18-0000001  
Billing Atty: GREGORY J. ROLEN  
January 5, 2022

**Representing: Orange County Board of Education**

Re: ORANGE COUNTY BOARD OF EDUCATION  
Orange County Board of Education

|                                   |                  |
|-----------------------------------|------------------|
| Total Fees This Invoice           | \$0.00           |
| Total Costs Advances This Invoice | \$710.78         |
| Total Fees and Costs This Invoice | \$ 710.78        |
| <b>Total Due Upon Receipt</b>     | <b>\$ 710.78</b> |

BILLS ARE DUE AND PAYABLE UPON RECEIPT  
THIS STATEMENT DOES NOT INCLUDE EXPENSES NOT YET RECEIVED BY THIS OFFICE  
WHICH MIGHT HAVE BEEN INCURRED DURING THE PERIOD COVERED BY THIS BILLING

LOS ANGELES " ORANGE COUNTY " RIVERSIDE " SACRAMENTO " SAN DIEGO " SAN FRANCISCO

**Haight Brown & Bonesteel LLP**

213.542.8000

Re: ORANGE COUNTY BOARD OF EDUCATION  
OC18-0000001

Invoice No: 3250004

Orange County Board of Education

Page 2

---

PROFESSIONAL SERVICES RENDERED through 12/31/2021

**Haight Brown & Bonesteel LLP**

213.542.8000

Invoice No: 3250004

Re: ORANGE COUNTY BOARD OF EDUCATION  
OC18-0000001

Orange County Board of Education

Page 3

**Mileage**

12/02/2021 15.68

**Total for Mileage 15.68****Car Rental**

12/07/2021 291.26

**Total for Car Rental 291.26****Hotels**

12/07/2021 206.86

**Total for Hotels 206.86****Parking Expense**

12/07/2021 48.00

**Total for Parking Expense 48.00****Round Trip Airfare**

12/07/2021 148.98

**Total for Round Trip Airfare 148.98**

Total Costs Advanced This Invoice

\$710.78

Total Fees and Costs This Invoice

\$710.78



**Haight Brown & Bonesteel LLP**

**LAWYERS**

555 South Flower Street  
Forty-Fifth Floor  
Los Angeles, CA 90071

P.O. Box 17939  
Los Angeles, CA 90017-0939

www.hbblaw.com

*Telephone:* 213.542.8000

*Facsimile:* 213.542.8100

*Bill Inquiries:* 213.542.8074  
accountsreceivable@hbblaw.com

*Tax ID:* 95-1605271

Nina Boyd, Associate Superintendent  
ORANGE COUNTY BOARD OF EDUCATION  
200 Kalmus Drive  
Costa Mesa, CA 92626-5922

**Remit To:**

Haight Brown & Bonesteel LLP  
P.O. Box 17939  
Los Angeles, CA 90017-0939  
Attn, Accounts Receivable

Invoice No.: 3250004

Client/Matter: OC18-0000001

Billing Atty: GREGORY J. ROLEN

January 5, 2022

**PROFESSIONAL SERVICES RENDERED through December 31, 2021**

|                                   |           |                               |
|-----------------------------------|-----------|-------------------------------|
| Total Fees This Invoice           | \$        | \$0.00                        |
| Total Costs Advanced This Invoice | \$        | \$710.78                      |
| Total Fees and Costs This Invoice | \$        | <u>\$710.78</u>               |
| Balance Forward                   | \$        | \$0.00                        |
| <b>Total Due Upon Receipt</b>     | <b>\$</b> | <b><u><u>\$710.78</u></u></b> |

**PLEASE RETURN THIS PAGE WITH YOUR REMITTANCE**

LOS ANGELES " ORANGE COUNTY " RIVERSIDE " SACRAMENTO " SAN DIEGO " SAN FRANCISCO



## Haight Brown & Bonesteel LLP

### LAWYERS

555 South Flower Street  
Forty-Fifth Floor  
Los Angeles, CA 90071

P.O. Box 17939  
Los Angeles, CA 90017-0939

www.hbblaw.com

# Haight

Telephone: 213.542.8000

Facsimile: 213.542.8100

Bill Inquiries: 213.542.8074  
accountsreceivable@hbblaw.com

Tax ID: 95-1605271

Nina Boyd, Associate Superintendent  
ORANGE COUNTY BOARD OF EDUCATION  
200 Kalmus Drive  
Costa Mesa, CA 92626-5922

Invoice No.: 3250005

Client/Matter: OC18-0000003

Billing Atty: GREGORY J. ROLEN

January 5, 2022

### Representing: Orange County Board of Education

Re: ORANGE COUNTY BOARD OF EDUCATION  
Advice on Board Governance and Budgetary Issues

|  |                     |
|--|---------------------|
| Total Fees This Invoice                          | \$28,744.00         |
| Total Costs Advances This Invoice                | \$2,271.24          |
| Total Fees and Costs This Invoice                | \$ 31,015.24        |
| Balance Carried Forward from Previous Invoice(s) | 26,264.00           |
| <b>Total Due Upon Receipt</b>                    | <b>\$ 57,279.24</b> |

BILLS ARE DUE AND PAYABLE UPON RECEIPT

THIS STATEMENT DOES NOT INCLUDE EXPENSES NOT YET RECEIVED BY THIS OFFICE  
WHICH MIGHT HAVE BEEN INCURRED DURING THE PERIOD COVERED BY THIS BILLING

LOS ANGELES " ORANGE COUNTY " RIVERSIDE " SACRAMENTO " SAN DIEGO " SAN FRANCISCO

**Haight Brown & Bonesteel LLP**

213.542.8000

Invoice No: 3250005

Re: ORANGE COUNTY BOARD OF EDUCATION  
OC18-0000003

Advice on Board Governance and Budgetary Issues

Page 2

## PROFESSIONAL SERVICES RENDERED through 12/31/2021

| Date       | Description | Attorney | Hours |
|------------|-------------|----------|-------|
| 12/01/2021 |             | GJR      | 0.30  |
| 12/01/2021 |             | GJR      | 0.30  |
| 12/01/2021 |             | GJR      | 0.80  |
| 12/01/2021 |             | GJR      | 1.00  |
| 12/01/2021 |             | GJR      | 5.50  |
| 12/02/2021 |             | GJR      | 4.10  |
| 12/02/2021 |             | GJR      | 1.50  |
| 12/03/2021 |             | GJR      | 0.70  |
| 12/05/2021 |             | GJR      | 0.90  |
| 12/06/2021 |             | GJR      | 1.10  |
| 12/06/2021 |             | GJR      | 5.60  |
| 12/06/2021 |             | AR       | 0.60  |
| 12/07/2021 |             | GJR      | 0.40  |
| 12/07/2021 |             | GJR      | 0.30  |
| 12/07/2021 |             | GJR      | 0.90  |
| 12/07/2021 |             | GJR      | 0.30  |
| 12/07/2021 |             | GJR      | 0.30  |

**Haight Brown & Bonesteel LLP**

213.542.8000

Invoice No: 3250005

Re: ORANGE COUNTY BOARD OF EDUCATION  
OC18-0000003

Advice on Board Governance and Budgetary Issues

Page 3

|            |     |      |
|------------|-----|------|
| 12/07/2021 | GJR | 0.40 |
| 12/07/2021 | GJR | 2.40 |
| 12/07/2021 | GJR | 2.10 |
| 12/07/2021 | AR  | 1.60 |
|            |     |      |
| 12/08/2021 | GJR | 0.30 |
| 12/08/2021 | GJR | 0.30 |
|            |     |      |
| 12/08/2021 | GJR | 0.30 |
|            |     |      |
| 12/08/2021 | GJR | 4.20 |
| 12/08/2021 | GJR | 2.50 |
| 12/08/2021 | AR  | 0.30 |
|            |     |      |
| 12/09/2021 | GJR | 0.60 |
|            |     |      |
| 12/09/2021 | GJR | 1.00 |
|            |     |      |
| 12/09/2021 | GJR | 0.30 |
|            |     |      |
| 12/09/2021 | GJR | 4.80 |
|            |     |      |
| 12/10/2021 | GJR | 3.90 |
| 12/10/2021 | GJR | 4.80 |
| 12/10/2021 | GJR | 4.30 |
| 12/13/2021 | GJR | 0.30 |
|            |     |      |
| 12/13/2021 | GJR | 0.40 |

**Haight Brown & Bonesteel LLP**

213.542.8000

Invoice No: 3250005

Re: ORANGE COUNTY BOARD OF EDUCATION  
OC18-0000003

Advice on Board Governance and Budgetary Issues

Page 4

|            |     |      |
|------------|-----|------|
| 12/13/2021 | GJR | 1.10 |
| 12/14/2021 | GJR | 0.40 |
| 12/14/2021 | GJR | 0.50 |
| 12/15/2021 | GJR | 0.50 |
| 12/15/2021 | GJR | 0.80 |
| 12/15/2021 | EAE | 4.80 |
| 12/17/2021 | GJR | 0.80 |
| 12/17/2021 | GJR | 0.40 |
| 12/17/2021 | EAE | 1.80 |
| 12/21/2021 | GJR | 4.80 |
| 12/21/2021 | GJR | 3.10 |
| 12/22/2021 | GJR | 4.10 |
| 12/22/2021 | GJR | 0.30 |
| 12/28/2021 | GJR | 0.30 |
| 12/28/2021 | GJR | 0.30 |

Total Hours 83.40

Total Fees This Invoice \$28,744.00



**Haight Brown & Bonesteel LLP**

213.542.8000

Invoice No: 3250005

Re: ORANGE COUNTY BOARD OF EDUCATION  
OC18-0000003

Advice on Board Governance and Budgetary Issues

Page 5

| <b>Timekeeper</b>  | <b>Hours</b> | <b>Rate</b> | <b>Amount</b>    |
|--------------------|--------------|-------------|------------------|
| GREGORY J. ROLEN   | 74.30        | \$355.00    | 26,376.50        |
| ELIZABETH A. EVANS | 6.60         | \$300.00    | 1,980.00         |
| ANGELICA RESENDEZ  | 2.50         | \$155.00    | 387.50           |
|                    | <u>83.40</u> |             | <u>28,744.00</u> |

**Haight Brown & Bonesteel LLP**

213.542.8000

Invoice No: 3250005

Re: ORANGE COUNTY BOARD OF EDUCATION

OC18-0000003

Advice on Board Governance and Budgetary Issues

Page 6

**Mileage**

|            |       |
|------------|-------|
| 12/08/2021 | 31.36 |
|------------|-------|

|            |       |
|------------|-------|
| 12/21/2021 | 31.36 |
|------------|-------|

|                          |              |
|--------------------------|--------------|
| <b>Total for Mileage</b> | <b>62.72</b> |
|--------------------------|--------------|

**Online Research**

|            |       |
|------------|-------|
| 12/31/2021 | 47.25 |
|------------|-------|

|                                  |              |
|----------------------------------|--------------|
| <b>Total for Online Research</b> | <b>47.25</b> |
|----------------------------------|--------------|

**Hotels**

|            |        |
|------------|--------|
| 12/27/2021 | 454.79 |
|------------|--------|

|            |        |
|------------|--------|
| 12/27/2021 | 178.17 |
|------------|--------|

|                         |               |
|-------------------------|---------------|
| <b>Total for Hotels</b> | <b>632.96</b> |
|-------------------------|---------------|

**Photocopying**

|            |      |
|------------|------|
| 12/07/2021 | 0.60 |
|------------|------|

|                               |             |
|-------------------------------|-------------|
| <b>Total for Photocopying</b> | <b>0.60</b> |
|-------------------------------|-------------|

**Parking Expense**

|            |       |
|------------|-------|
| 12/27/2021 | 72.00 |
|------------|-------|

|            |       |
|------------|-------|
| 12/27/2021 | 34.00 |
|------------|-------|

|                                  |               |
|----------------------------------|---------------|
| <b>Total for Parking Expense</b> | <b>106.00</b> |
|----------------------------------|---------------|

**Photocopying - outside**

|            |        |
|------------|--------|
| 12/27/2021 | 503.79 |
|------------|--------|

|   |               |
|---|---------------|
| <b>Total for Photocopying - outside</b> | <b>503.79</b> |
|---|---------------|

**Round Trip Airfare**

**Haight Brown & Bonesteel LLP**

213.542.8000

Invoice No: 3250005

Re: ORANGE COUNTY BOARD OF EDUCATION

OC18-0000003

Advice on Board Governance and Budgetary Issues

Page 7

---

12/27/2021 463.96

12/27/2021 453.96

**Total for Round Trip Airfare 917.92**Total Costs Advanced This Invoice \$2,271.24Total Fees and Costs This Invoice \$31,015.24



## Haight Brown & Bonesteel LLP

### LAWYERS

555 South Flower Street  
Forty-Fifth Floor  
Los Angeles, CA 90071

P.O. Box 17939  
Los Angeles, CA 90017-0939

www.hbblaw.com

*Telephone:* 213.542.8000

*Facsimile:* 213.542.8100

*Bill Inquiries:* 213.542.8074  
accountsreceivable@hbblaw.com

*Tax ID:* 95-1605271

Nina Boyd, Associate Superintendent  
ORANGE COUNTY BOARD OF EDUCATION  
200 Kalmus Drive  
Costa Mesa, CA 92626-5922

#### Remit To:

Haight Brown & Bonesteel LLP  
P.O. Box 17939  
Los Angeles, CA 90017-0939  
Attn, Accounts Receivable

Invoice No.: 3250005

Client/Matter: OC18-0000003

Billing Atty: GREGORY J. ROLEN

January 5, 2022

#### PROFESSIONAL SERVICES RENDERED through December 31, 2021

|                                   |                            |
|-----------------------------------|----------------------------|
| Total Fees This Invoice           | \$ 28,744.00               |
| Total Costs Advanced This Invoice | \$ 2,271.24                |
| Total Fees and Costs This Invoice | \$ <u>31,015.24</u>        |
| Balance Forward                   | \$ 26,264.00               |
| <b>Total Due Upon Receipt</b>     | <b>\$ <u>57,279.24</u></b> |

**PLEASE RETURN THIS PAGE WITH YOUR REMITTANCE**

LOS ANGELES " ORANGE COUNTY " RIVERSIDE " SACRAMENTO " SAN DIEGO " SAN FRANCISCO





ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: February 2, 2022

TO: Nina Boyd, Deputy Superintendent

FROM: Mari Barke, Board President  
Ken L. Williams, D.O., Board Vice President

SUBJECT: Law Offices of Margaret A. Chidester & Associate – Invoices

---

RECOMMENDATION:

Approve invoice #9797 in the amount of \$13,182.50 for the Law Offices of Margaret A. Chidester & Associates.

LAW OFFICES OF  
**MARGARET A. CHIDESTER & ASSOCIATES**  
17762 COWAN, 1ST FLOOR  
IRVINE, CALIFORNIA 92614  
(949) 474-5040

January 5, 2022

Orange County Board of Education  
200 Kalmus Drive, P.O. Box 9050  
Costa Mesa, CA 92628-9050

**CONFIDENTIAL**  
**ATTORNEY-CLIENT**  
**PRIVILEGE**

Attention: Dr. Ken Williams  
drkenlwilliams@gmail.com

Invoice No. 9797  
Federal Tax ID# 33-0216030

---

Professional Services Rendered During December 2021:

|     |                       |            |                          |
|-----|-----------------------|------------|--------------------------|
| MAC | 4.6 hrs. at \$325/hr. | \$1,495.00 | <b><u>\$1,495.00</u></b> |
|-----|-----------------------|------------|--------------------------|

|     |                        |                   |
|-----|------------------------|-------------------|
| ATR | 1.0 hrs. at \$275/hr.  | \$275.00          |
| MAC | 6.6 hrs. at \$325/hr.  | \$2,145.00        |
| OLB | 33.7 hrs. at \$275/hr. | <u>\$9,267.50</u> |

**\$11,687.50**

**ATTORNEY TIME:**

**\$13,182.50**

**TOTAL AMOUNT DUE:**

**\$13,182.50**



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: February 2, 2022

TO: Nina Boyd, Deputy Superintendent

FROM: Christine Olmstead, Ed.D., Interim Chief Academic Officer

SUBJECT: Mid-Year Update of the 2021-22 OCDE ACCESS Local Control and Accountability Plan

---

BACKGROUND:

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided Local Educational Agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
  - All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
  - Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.
- 

RECOMMENDATION:

Information item.



# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name   | Contact Name and Title                                    | Email and Phone |
|---------------------------------------|---|-----------------|
| Orange County Department of Education | Christine Olmstead, Ed.D., Interim Chief Academic Officer | (714) 966-4396  |

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

In accordance with California Education Code (EC) Section 52604, the Orange County Department of Education (OCDE) prepares an annual Local Control Accountability Plan (LCAP) to establish goals, plan actions, and maximize resources to improve student outcomes. The LCAP outlines the use of funding received via the Local Control Funding Formula and is developed with input from OCDE's education partners. In the 2021-22 school year, additional education funding via the Budget Act of 2021 was received by OCDE, including the Educator Effectiveness Block Grant and the A-G Improvement Grant. Like the LCAP, education partners were engaged to determine the best use of these funds.

After several years of participating in the development of the LCAP, OCDE's education partners understand the vital role their feedback plays in the continuous improvement efforts of OCDE's school programs, which serve some of Orange County's most vulnerable student populations. Therefore, when the Budget Act of 2021 authorized additional funding for LEAs to support schools and mitigate lost learning during unprecedented times, the education partners acknowledged and appreciated OCDE's ongoing efforts to include them in the planning process for these funds.

To address the use of funds provided through the Budget Act of 2021, the input and interests of both internal and external partners was gathered and considered. School staff in OCDE's programs are fortunate to have developed a strong rapport their students and families, which allows them to better understand their students' individual circumstances. Training for staff on "Know My Name, Face, and Story" reiterates the value of establishing genuine connections with students and their families through engagement, culturally-responsive teaching, and social-emotional learning, and these relationships provide staff with a unique perspective on the needs of students. Feedback from instructional and non-instructional staff is gathered both formally (i.e. electronic surveys in January 2022) and informally (i.e., weekly staff meetings, brainstorming sessions, professional learning communities) and contributes to program planning. Teachers have also been able to interact with their students in-person during the 2021-22 school year, resulting in firsthand information regarding the supports, services, and resources that would be most impactful to the students and their families. Surveys were also sent to OCDE families in January 2022 to solicit



their feedback regarding the school program and supplemental resources which would mitigate lost learning and enrich the curriculum from the perspective of their child.

OCDE leadership maintains ongoing contact with its educational partners to discuss the needs of students and generate ideas for how to improve the school programs. As OCDE serves a unique population of students, representatives from a variety of organizations are included in these conversations. Staff from the Orange County Probation and Social Service departments, the Orange County Juvenile Court, Orange County Healthcare Agency, and numerous non-profit entities contribute feedback during weekly discussions and interactions regarding suggested uses for the funding received via the Budget Act of 2021, with a particular focus on the needs of foster youth, English Learners, and students who are low-income.

Feedback sessions with additional education partners, including the classified and certificated employee Associations and Orange County Child Welfare and Attendance Directors, will be conducted in March and April 2022, respectively, and weekly meetings with division leadership teams will continue to be held to provide ongoing, real-time input on the needs of students and staff.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The concentration grant add-on was added to Education Code 42238.02, which only applies to school districts, not county offices of education; therefore, this question is not applicable.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The influx of one-time federal funds presented a unique opportunity for OCDE to develop new and creative services and programs to increase supports to students and continue recovery from the Covid-19 pandemic. As with all education plans prepared by OCDE, the input received by education partners was essential to the development of cohesive plans for funds associated with Elementary and Secondary School Emergency Relief (ESSER III) and Expanded Learning Opportunities (ELO). In addition to providing opportunities for the public to share their feedback on the plans during meetings of the Orange County Board of Education in May 2021 (ELO) and October 2021 (ESSER III), surveys were distributed and zoom meetings and discussion groups were held monthly with various collaboratives, including parents and partner agencies, as outlined in the Engagement sections of both plans noted below.

82 To maximize funding, OCDE participated in interactive planning in the use of all federal resources related to Covid-19 and CARES Act funding, which included Learning Loss Mitigation Funds (LLMF), ESSER I, Governor's Emergency Education Relief (GEER I), and ESSER II. Through cycles of continuous engagement with education partners, OCDE was effectively able to leverage feedback in order to develop cohesive, aligned plans throughout the year which represented the needs of students and the input of partners.



ESSER III Expenditure Plan: (<https://ocde.us/ACCESS/Documents/OCDE%20ESSER%20III%20Expenditure%20Plan%20-%20adopted%20by%20OCBE%2010.6.2021.pdf>)

Expanded Learning Opportunities Grant Plan: (<https://ocde.us/ACCESS/Documents/OCDE%20Expanded%20Learning%20Opportunities%20funding%20application%20-%20Board%20approved%205.5.2021.pdf>)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

OCDE's ESSER III Expenditure Plan is student-focused and safety-driven with actions designed to re-engage students, provide essential supports, and offer additional learning opportunities in safe and welcoming environments. Despite the demands presented by the pandemic, OCDE school programs have continued to create safe spaces where students are able to grow in their learning, experience success, and meet their goals.

The implementation of the OCDE ESSER III Expenditure Plan includes both successes and challenges, which provide reasons to celebrate and opportunities to engage in collaborative problem-solving. Among the successes celebrated by OCDE, we include the following:

- The distribution and maintenance of technology which allows our students and staff to learn and work effectively in both remote and in-person settings, as needed. Updated devices and connectivity tools are continuously deployed, and a mechanism is in place to assist in troubleshooting problems.
- The ongoing disbursement of Personal Protective Equipment (PPE) to OCDE schools sites and offices encourages safe practices. Across the organization, OCDE safety teams are prepared with information, supplies, and systems of support which provide a framework that allows OCDE to continue providing high-quality education to students in safe environments. The availability of PPE supplies has allowed OCDE to take a strong, defensive position in the fight against the spread of Covid-19, thus allowing staff and students to safely participate in in-person teaching and learning.
- The creation of new outdoor learning spaces has provided enhanced opportunities for students to safely participate in group and hands-on supplemental academic activities.
- Advanced career and skill building activities are available to students with additional Career Technical Education courses which allow students to experience the practical application of learning in real-life settings, such as building and construction, cyber security training, and industry-specific certifications.
- OCDE continues to prioritize outreach to families as education partners and valued members of the school community. Augmented efforts to engage and re-engage families has resulted in greatly improved participation in school meetings, which in turn reflects an increase in student attendance and achievement.



- Targeted academic interventions are providing additional support directly to students. With more staff focusing their attention on the individualized needs of students, OCDE schools have seen a decline in chronic absenteeism rates among English learners, foster youth, and student with disabilities.
- Increased services in the areas of social, emotional, and health interventions provides students with additional valuable resources and greater access to support personnel.

Challenges in the implementation of the OCDE ESSER III Expenditure Plan can be attributed to the circumstances surrounding the pandemic and include the statewide hiring shortage for education professionals, the occasional necessary quarantine periods for staff or students, and the ongoing physical and mental health demands placed on our communities. As a leader in the education community, OCDE addresses these barriers for students, staff, families, and Orange County districts with open, honest communication and strategic planning throughout the school year.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

In the 2021-22 school year, OCDE is using its fiscal resources to enhance educational opportunities for students, increase support services, maintain site safety, and provide instructional staff with tools and resources to promote ongoing student academic achievement.

In order to effectively align actions and services and maximize resources across plans, OCDE engages in comprehensive strategic conversations when developing expenditure and program plans, including the LCAP, the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan. Through cycles of continuous engagement, education partners are made aware of funding opportunities and plan requirements, and feedback is solicited on ideas for best practices to design plans with actions that are integrated, functional, and beneficial to students. For example, a current trend among OCDE's education partners is a significant interest in providing students with increased learning opportunities to enhance the curriculum, as well as social, emotional, and health supports essential to student wellness. Therefore, OCDE plans are coordinated to highlight these areas of focus and create a network of support by maximizing resources.

Similarly, OCDE includes school administration in an inclusive planning process for each required plan in order to create school leaders who are engaged in, knowledgeable of, and committed to plan implementation and fiduciary oversight. Empowering school staff in the plan development process results in a cohesive focus among plans and ensures a student-center approach to actions and services.

Another method OCDE uses to ensure there is an identifiable through-line among applicable plans is via the use of state and local data to assess student progress. These accountability measures allow OCDE to evaluate student and program data and make adjustments to services and actions to respond to the needs of students, leading to improved student outcomes and plan connectedness.

OCDE has also established internal administrative systems which allow for the ongoing evaluation of budget expenditures to ensure proper calibration with the goals and actions of each plan. By ensuring the alignment of expenditures and actions, OCDE is able to consistently execute its plans in accordance with state and/or federal requirements.



# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to



reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/reliefunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# 2021-22 Budget Overview Update

| Budgetary Impact of 2021 Budget Act on 2021-22 Adopted Budget |                                 |                              |             |
|---|---------------------------------|------------------------------|-------------|
| Budget Item   | Projected 2021-22 Budget Amount | Actual 2021-22 Budget Amount | Difference  |
| Total LCFF funds  | 109,841,763                     | 113,280,858                  | 3,439,095   |
| LCFF Supplemental and Concentration funds                     | 5,548,140                       | 3,902,502                    | (1,645,638) |
| All other state funds   | 66,297,888                      | 88,499,786                   | 22,201,898  |
| All local funds   | 123,682,913                     | 125,548,797                  | 1,865,884   |
| All federal funds   | 14,606,909                      | 14,564,452                   | (42,457)    |
| Total projected revenue                                       | 314,429,473                     | 341,893,893                  | 27,464,420  |
| Total budgeted general fund expenditures                      | 310,273,714                     | 325,658,957                  | 15,385,243  |



# 2021-22 LCAP Mid-Year Update

## Goal 1: Engagement

Provide all students with motivating programs, course work, and opportunities where they feel respected, included socially, culturally, and emotionally, and cared for both in and out of the classroom. Families, schools, and educational partners work closely together to build a strong framework for student achievement and safe and supportive school climates.

| Metric   | Baseline   | Available Outcome Data  |
|--|--|---|
| Percentage of parent LCAP survey responses received by the ACCESS Division and Division of Special Education   | <p>ACCESS Division:<br/>24% of parents responded to the 2021 LCAP Survey</p> <p>Special Education Division:<br/>SPEC SCH: 20% of parents responded to the 2021 LCAP Survey</p> | Data is unavailable, as surveys to parents are currently in progress.   |
| Participation of parents/guardians of English Learner students at District English Language Advisory (DELAC) Committee meetings to ensure at least 2 parents are present per school. | <p>ACCESS County Community: 2 parents</p> <p>ACCESS Juvenile Hall: 2 parents</p> <p>OCCS:CHEP and PCHS: 1 parent</p>   | <p>ACCESS County Community: 45 parents</p> <p>ACCESS Juvenile Hall: 16 parents</p> <p>OCCS:CHEP and PCHS: 3 parents</p> |

|   |   |   |
|---|---|---|
|   | Orange County Special Education school: 0 parents<br>(Source: Title III Program office)   | Orange County Special Education school: 0 parents<br>(Source: Title III Program office)   |
| Participation of ACCESS County Community parents/guardians with English Language Learner students at the school's English Learner Advisory Committee (ELAC) meetings. | ACCESS County Community: 0.5%<br>(Source: 2018-19 Sign-ins)   | 1.0%<br>(Source: 2021-22 Sign-ins)  |
| Number of parent/guardian events, training, and/or opportunities to facilitate family involvement.  | 2018-2019 Parent/Guardian Engagement Activities<br>All ACCESS Schools and Programs: 161<br>Special Schools: 18 (2018-19)                | 2021-22 Parent/Guardian Engagement Activities<br>All ACCESS Schools and Programs: 75<br>Special Schools: 2<br>(Based on July - December 2021 data)                              |
| The attendance rate for the following student groups:<br>English Learners and Homeless  | 2018-2019 attendance rate: 79.88%<br>English Learners: 75.90%<br>Homeless: 72.82%<br><br>(Source: 2018-2019 CALPADS 14.2 and 8.1(EOY3)) | 2021-2022 attendance rate: 80.60%<br>English Learners: 75.33%<br>Homeless: 67.77%<br><br>(Source: 2021-22 mid year CALPADS data generated from the student information system.) |

|   |   |   |
|---|---|---|
| <p>Chronic Absenteeism rate</p> <p>ACCESS Program and OC Special Education school overall rate and in the following subgroups:</p> <p>English Learners,<br/>Foster Youth,<br/>Homeless<br/>Socioeconomically Disadvantaged (SED)<br/>Students with Disabilities (SWD)</p> | <p>ACCESS:<br/>Overall: 52.3%<br/>English Learners: 56.7%<br/>Foster Youth: 35.9%<br/>Homeless: 64.8%<br/>SED: 50.8%<br/>SWD: 42.6%</p> <p>OC Special Education::<br/>Overall: 30.3%<br/>English Learners: 40.2%<br/>Foster Youth: 21.4%<br/>Homeless: 0%<br/>SED: 27.7%<br/>SWD: 30.3%</p> <p>(Source: DataQuest, 2018-2019)</p> | <p>ACCESS:<br/>Overall: 42.4%<br/>English Learners: 52.7%<br/>Foster Youth: 28.0%<br/>Homeless: 63.9%<br/>SED: 42.4%<br/>SWD: 38.4%</p> <p>OC Special Education::<br/>Overall: 51.9%<br/>English Learners: 64.0%<br/>Foster Youth: *%<br/>Homeless: *%<br/>SED: 51.9%<br/>SWD: 51.9%</p> <p>(Source: 2021-22 mid year CALPADS data generated from the student information system.)</p> <p>*Data is suppressed if the cell size within a selected student population (cumulative enrollment) is 10 or less</p> |
| <p>LEA Suspension Rate</p>  | <p>1.6%</p> <p>(Source: 19-20 DataQuest)</p>  | <p>.03%</p> <p>(Source: 2021-22 mid year CALPADS data generated from the student information system)</p>  |

|   |  |   |
|---|--|---|
| LEA California Dashboard Graduation Rate (1 year, 12th grade cohort, per CDE formula for County Office LEA and schools) | All Students in the Graduation Cohort: 76%<br>(Source: 2020 CDE Report/Dashboard)  | Data is based on graduating students, therefore the 2021-22 data is not available for the mid-year update.  |
| LEA Middle School Drop Out Rate   | All Students: 12%<br>Homeless: 31%<br>Low-Income: 12%<br>Students w/Disabilities: 3%<br>English Learners: 20%<br><br>(Source: Aeries/SIS Report CALPADS Information Day 2020-21.)  | All Students: 11%<br>Homeless: 17%<br>Low-Income: 12%<br>Students w/Disabilities: 0%<br>English Learners: 0%<br><br>(Source: CALPADS Information Day 2021-22)   |
| LEA High School Dropout Rate  | All Students: 19%<br>Homeless: 20%<br>Low-Income: 23%<br>Students w/Disabilities: 11%<br>English Learners: 26%<br><br>(Source: Aeries/SIS Report CALPADS Information Day 2020-21.) | All Students: 15%<br>Homeless: 26%<br>Low-Income: 18%<br>Students w/Disabilities: 11%<br>English Learners: 20%<br><br>(Source: CALPADS Information Day 2021-22) |
| LEA Expulsion Rate  | 0%<br>(Source: 2019-20 DataQuest)  | 0%  |



| <b>Action #</b> | <b>Action Title</b>                              | <b>Budgeted Expenditures</b> | <b>Expenditures to Date</b> | <b>Status of Action</b>  |
|-----------------|--|------------------------------|-----------------------------|--|
| 1               | Increased Communication for All Stakeholders     | \$53,208                     | \$18,996                    | The rollout of the Parent Portal for families is a multi-phased project. A pilot group of teachers are being trained in the use of the online gradebook so they may act as mentors for their colleagues. Following full implementation of the online gradebook, the portal will be opened for parents.         |
| 2               | Family Engagement Opportunities for All Students | \$161,070                    | \$48,902                    | Approximately 80 parent engagement activities have been conducted for families in OCDE school programs in the 2021-22 school year.   |
| 3               | Extended Learning Opportunities for All Students | \$141,468                    | \$22,740                    | Although in-person activities have been limited in the 2021-22 school year due to health and public safety precautions, students were able to participate in an in-person theater arts program with the Segerstrom Center for the Arts and field trips to local educational venues are planned for the Spring. |
| 4               | Extended Learning Opportunities                  | \$44,552                     | \$19,881                    | Outreach to families of English  |

|   |   |           |           |   |
|---|---|-----------|-----------|---|
|   | Principally Benefiting Students who are English Learners and their Families |           |           | Learners has been a particular focus this school year as reflected in significantly improved parent attendance at District English Learner Advisory Committee meetings.   |
| 5 | Safe and Positive School Environments                                       | \$867,076 | \$22,295  | Safety supplies continue to be well-stocked at school sites and offices to encourage student and staff wellness. Updates from OCDE offers students, staff, and families ongoing and up-to-date information regarding Covid-19 resources and protocols and resources for educational settings.   |
| 6 | Essential Items for Students who are Low Income (Including Homeless)        | \$269,726 | \$104,199 | The purchase of bus passes for students has not been as necessary this year due to a partnership with the Orange County Transportation Authority which allows youth to ride for free until 2/28/2022. Should OCTA discontinue this program, more bus passes will be purchased and distributed to students with transportation challenges. Essential hygiene items have been purchased and distributed to students in need, and community partners |

|   |   |             |           |  |  |
|---|---|-------------|-----------|--|--|
|   |   |             |           |  | continue to contribute personal items and food boxes to students and families.   |
| 7 | School-Based Mental Health Services                     | \$935,199   | \$264,974 |  | Mental health staff are on-site at school sites connecting with students on a regular basis to provide resources and support, as well as offering virtual support for youth unable to attend in-person school.   |
| 8 | Specialized Support Services for Successful Transitions | \$1,002,485 | \$378,863 |  | Fully-credentialed School Counselors are on staff and available to provide students with educational planning and guidance regarding progress toward graduation and post-secondary education. Particular attention is paid to the needs of English Learners, Foster Youth, and students from Low Income families for whom the field of education may present greater challenges. |
| 9 | Mental Health Services for Students with Disabilities   | \$605,743   | \$206,511 |  | Staff are available in-person and virtually to provide mental health support services to students with disabilities. The recruitment process to hire two additional school psychologists will begin soon.  |

| <b>Goal 2: Pupil Outcomes</b><br>Provide all students with the supports and resources they need to thrive academically and interpersonally. |  |   |
|---|--|---|
| <b>Metric</b>   | <b>Baseline</b>  | <b>Available Outcome Data</b>   |
| Percentage of EL students achieving a performance level of Moderately or Well Developed (Levels 3 and 4) on the ELPAC                       | 43.6% of our English Learners achieved performance levels of Moderately or Well-Developed (Levels 3 and 4) on the 2019 ELPAC (last available scores)<br>(DataQuest/CAASPP Results) | 38.7% of our English Learners achieved performance levels of Moderately or Well-Developed (Levels 3 and 4) on the 2021 ELPAC. This reflects a decline of 4.9% from the previous year, which is likely due to the change from in-person to remote instruction as a result of the pandemic. |
| Percentage of students who "Meet/Exceed" or "Nearly Meet" Standard on the ELA SBAC  | All: 39%<br><br>English Learners: 17%<br><br>Students w/Disabilities 15%<br><br>(Source: Data Quest 2019 CAASPP Results)   | The 2021 ELA results only reflect 2 of our 4 LEA schools, as the others opted to administer our state-approved alternative assessment, i-Ready. Therefore, we do not have an LEA-wide measure at this time.<br><br>The 2022 ELA SBAC will be administered in March-April of 2022.         |
| Percentage of students who "Meet/Exceed" or "Nearly Meet" Standard on the Math SBAC   | All: 14%<br><br>English Learners: 3%   | The 2021 Math SBAC results reflect two of OCDE's four LEA schools, as the other two schools adopted to  |



|  |   |   |
|--|---|---|
|  | <p>Low Income: 13%</p> <p>Homeless: 14%</p> <p>(Source: Data Quest 2019 CAASPP Results)</p> | <p>administer our state-approved alternative assessment, i-Ready. Therefore, we do not have an LEA-wide measure at this time.</p> <p>The 2022 Math SBAC will be administered in March-April of 2022 at all four OCCE LEA schools.</p> |
| Percentage of students scoring "on or above grade level" on the i-Ready Reading assessment                 | 27%   | Current local data indicates 18% of our current Fall 2022 student population is performing "at or above grade level" on the i-Ready Reading assessment.   |
| Percentage of students reflecting "on or above grade level" on the i-Ready Math assessment                 | 21%   | Current local data indicates 11% of our current Fall 2022 student population is performing "at or above grade level" on the i-Ready Math assessment.  |
| Reclassification Rate for English Learner  | <p>2.5%</p> <p>(Source: 20-21 DataQuest)</p>  | <p>Reclassified one English Learner</p> <p>Based on July - December 2021 data.</p> <p>We anticipate more may be reclassified after the 2022 ELPAC is administered and the results are made available by the CDE.</p>                  |
| Percentage of students "Prepared or Approaching Prepared" as reflected on the Dashboard College and Career | Prepared or Approaching Prepared on the CCI Indicator: 12.7%                                | Due to the suspension of the CAASPP in 2020 and the administration of alternative assessments which were  |

| Indicator (2020 CDE Report)   | (2020 CDE Report/Dashboard)  | allowed in 2021, many 11th grade students across the State did not take the SBAC, which can directly impact their ability to be identified as Prepared, Nearly Prepared, or Not Prepared. Therefore, this measure is not available at this time.  |
|---|--|---|
| Percentage of 11th grade students demonstrating college readiness on the EAP assessment | English Language Arts (ELA): 23%<br>Math: 5%<br><br>(18-19 DataQuest/CAASPP Results)             | The 2021 EAP results reflect two of OCDE's four LEA schools, as the other two opted to administer our state-approved alternative assessment, I-Ready. Therefore, we do not have an LEA-wide measure at this time.<br><br>The 2022 EAP will be administered in March-April of 2022 at all four OCDE LEA schools. |
| Percentage of graduating students meeting the A-G requirements                          | 0.54% of the 2020 graduates met the A-G requirements.<br><br>(Dashboard CCI a-g/Dashboard Grads) | Data is based on graduating students, therefore the 2021-22 data is not available for the mid-year update.  |
| Percentage of students completing both A-G and CTE sequence or program                  | 0%   | Student level data is scheduled to be made available via CDE Additional Dashboard Reports in February, 2022.  |
| Development of CTE Pathways   | 0 CTE Pathways developed   | 17 students completed CTE elective  |

|   |  |  |
|---|--|--|
|   |  | <p>industry certification courses worth 10 credits and passed certification exams</p> <p>302 received a CA Food Handler certification</p> <p>5 OCDE school sites launched CTE labs</p> <p>2 short-term CTE instructors were hired to teach CTE exploratory class during the school day</p> |
| The percentage of students passing Advanced Placement Exams | This metric is not applicable, as OCDE schools do not offer Advanced Placement (AP) courses. | This metric is not applicable, as OCDE schools do not offer Advanced Placement (AP) courses.   |

| Action # | Action Title                                     | Budgeted Expenditures | Expenditures to Date | Status of Action   |
|----------|--|-----------------------|----------------------|--|
| 1        | Individualized Academic Support for All Students | \$777,758             | \$166,367            | Tutors are available to assist students at school sites and online, and a recruitment is underway to hire additional staff to provide this individualized academic support. A math specialist will also be |

|   |   |           |           |  |
|---|---|-----------|-----------|--|
|   |   |           |           | hired to provide supplemental support in all levels of math instruction.   |
| 2 | College/Career Exploration Opportunities Principally Benefiting Students who are Low Income             | \$181,463 | \$32,876  | One Career Success Week for 23 students was conducted in November 2021, and two more are planned for Spring 2022. The Orange County Career Forum for high school-aged youth, which ACCESS students attend, will be held virtually in March 2022. |
| 3 | College/Career Exploration Opportunities for Students who are Foster Youth                              | \$24,521  | \$11,599  | Foster youth staff continue to provide linkages between foster youth and staff at the high school and college who can assist the youth with financial aid planning, career assessments, and college readiness.                                   |
| 4 | Individualized Academic Support for Students who are Foster Youth in Group Homes/Short-Term Residential | \$592,081 | \$175,368 | In-person tutoring is available for youth in Orange County group homes and STRTPs,   |



|   |  |             |           |   |
|---|--|-------------|-----------|---|
|   | Treatment Programs (STRTP)                                       |             |           | and a recruitment to hire additional tutors is currently underway. Staff from the OCDE Foster Youth Services department continue to monitor student academic progress and provide a network of support to foster youth as they transition between educational settings.   |
| 5 | Academic Support for Students who are English Learners           | \$752,803   | \$112,571 | English Language Development Assistants (ELDAs) are on-site in classrooms and available online to support students learning English, and a recruitment to hire additional ELDAs is currently underway. New English Language Development curriculum lessons are provided monthly to teachers as they engage with English Learners. |
| 6 | Individualized Academic Support for Students who are Adjudicated | \$1,377,555 | \$521,756 | Tutors are assigned to selected living units and  |

|   |   |           |           |  |
|---|---|-----------|-----------|--|
|   |   |           |           | classrooms in juvenile institutional settings to work with students to enhance learning and support academic skill building. A recruitment to hire additional tutors is currently underway.  |
| 7 | Career Technical Education Opportunities for All Students, Including Students with Disabilities | \$560,226 | \$183,672 | Students have participated in numerous CTE in-person and virtual opportunities, including industry certification courses, during and after-school CTE exploratory labs, mentorship programs, and cyber security training. Two short-term CTE instructors have been hired to provide instruction during the school day. |

### Goal 3: Conditions of Learning

Provide all students with access to fully credentialed teachers, instructional materials that align with state standards, and facilities that are maintained in good repair so students have access to a broad course of study in safe environments that includes the implementation of California State Standards.

| <b>Metric</b>   | <b>Baseline</b>  | <b>Available Outcome Data</b>                    |
|---|--|--|
| Fully Credentialed and Appropriately Assigned Teachers, as measured by Priority 1 (Basic Services) on the Local Indicator                 | 100% (2020/ Census Day)<br><br>(2021 Dashboard Local Indicator, Priority 1-Basic Services) | 100%<br><br>(Based on July - December 2021 data) |
| Access to Standards-Aligned Instructional Materials, as measured by Priority 1 (Basic Services) on the Local Indicator                    | 100%<br><br>(2021 Dashboard Local Indicator, Priority 1-Basic Services)                    | 100%<br><br>(Based on July - December 2021 data) |
| Facilities in "Good" Repair Measured by Facility Inspection Tool (FIT), as measured by Priority 1 (Basic Services) on the Local Indicator | 100% (per Williams)<br><br>(2021 Dashboard Local Indicator, Priority 1)                    | 100%<br><br>(Based on July - December 2021 data) |
| Implementation of State Standards, as measured by Priority 2<br>(Implementation of State Academic Standards) on the Local Indicator       | 100%<br><br>(2021 Dashboard Local Indicator, Priority 2)                                   | 100%<br><br>(Based on July - December 2021 data) |
| Access to and enrollment in a broad course of study. The extent to which students have access to, and are                                 | 100%   | 100%   |

|  |  |                                      |
|--|--|--------------------------------------|
| enrolled in a broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable, including the programs and services developed and provided to unduplicated pupils and students with exceptional needs, as measured by Priority 7 (Access to a Broad Course of Study) on the Local Indicator | (2021 Dashboard Local Indicator, Priority 7) | (Based on July - December 2021 data) |
|--|--|--------------------------------------|

| Action # | Action Title           | Budgeted Expenditures | Expenditures to Date | Status of Action  |
|----------|------------------------|-----------------------|----------------------|---|
| 1        | Facilities Maintenance | \$1,319,129           | \$259,019            | OCDE school sites continue to be in good repair, and students are able to attend school in safe and welcoming environments. Large-scale capital improvements have been delayed due to Covid-19. However, Facilities staff have visited each OCDE school site to assess maintenance needs and complete smaller site renovations and repairs. Work orders for service continue to be addressed within two weeks of the request. |



|   |  |              |              |  |
|---|--|--------------|--------------|--|
| 2 | State Standard Curriculum with Fidelity and Integrity for All Students, including Students with Disabilities and students who are English Learners, Low Income, Foster Youth, and Homeless | \$48,928,922 | \$19,856,029 | All teachers in OCDE schools continue to be highly-qualified and appropriately assigned; all curriculum used in OCDE schools is State-adopted; and training and support is provided to teachers in the effective use of these materials and resources.                       |
| 3 | Coordination of Services for Expelled Youth  | \$877,648    | \$411,286    | OCDE leadership continues to partner with school districts to provide expelled youth with high-quality educational alternatives that will support their academic development and encourage positive behaviors.   |
| 4 | Coordination of Services for Foster Youth  | \$810,707    | \$417,723    | For Orange County foster youth transitioning between school placements, the OCDE Foster Youth Services team continues to provide consistency by ensuring the accurate transfer of academic records and support in obtaining valuable educational resources for the students. |
| 5 | Coordination of Services for Students who are Foster Youth Within OCDE Schools   | \$122,604    | \$57,993     | Staff in the OCDE Foster Youth Services department are assigned specifically to address the needs of foster youth  |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  | entering OCDE schools by supporting the school transfer process, monitoring the student's academic achievement, and contributing to the development of positive, pro-social behaviors. |
|--|--|--|--|--|



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: February 2, 2022

TO: Nina Boyd, Deputy Superintendent

FROM: Christine Olmstead, Ed.D., Interim Chief Academic Officer

SUBJECT: Mid-Year Update of the 2021-22 OCDE College and Career Preparatory Academy Local Control and Accountability Plan

---

BACKGROUND:

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided Local Educational Agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

---

RECOMMENDATION:

Information item.



# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name    | Contact Name and Title | Email and Phone  |
|--|------------------------|--|
| College and Career Preparatory Academy | Dave Connor, Principal | <a href="mailto:DConnor@ocde.us">DConnor@ocde.us</a> ,<br>714-796-8795 |

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

General funds and LCFF supplemental and categorical funds are allocated to support CCPA’s vision, mission, and WASC Action Plan. Funding priorities aligned to the vision, mission, and LCAP are set by administration with input gathered through engagement with teachers, support staff, students, community partners, School Advisory Committee and the Orange County Board of Education. These priorities are represented in CCPA’s LCAP and tied to associated measures of effectiveness. The LCAP actions and goals are focused on addressing the growth areas reflected by the data to improve student achievement and to have students equipped with 21st Century skills, targeting the student learning outcomes. Funding received through the Budget Act of 2021 not originally included in the LCAP will be used to meet the goals and actions of the 2021-22 LCAP.

The School Advisory Committee continues to provide input, support and recommendations for the continued growth of the program, career preparation of students, and opportunities for workforce training. To ensure student success, involvement of all educational partners is critical. We have made great strides in developing partnerships with community organizations that support the needs of our students. The development and continuance outreach as set in Goal 1 (page 58) of this LCAP will help to improve connections between students and partners with strategies to increase student participation.

Data shows that resources and services provided by community partners is underutilized by students. To connect students to partners and to increase utilization of services, an MTSS Tiered Intervention Matrix is being developed that identifies regionalized community resources.

CCPA and the Division of Special Education have continued to focus on student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness, and post-secondary pathways. Providing individual



students with instructional supports, including tutoring and intervention and/or remediation, has allowed students to engage in healthy social-emotional interactions that have positively supported student achievement as set forth in Goal 2 Actions 1, 2, and 3 (page 61).

ADA capture rate has increased by 15% from 20-21 school year and students attending their appointments have increased by 2% to 89%. Thus, we will continue to make improvements to increase capture rate and students completing assignments. Currently, this can be seen with efforts in helping students utilize resources with the federally-funded workforce partners to help eliminate barriers that prevent them from completing their school work. We have identified significant issues that affect our adult population. Transportation, mental health, childcare, homelessness, hunger, and economic hardship are just some of the barriers identified by our adult students. We recognize that these barriers have a significant impact on student attendance and academic achievement. The need to develop and implement procedures to ensure consistent student attendance and academic achievement is necessary. Additionally, barriers can be reduced by providing support in connecting students with community partners and educational partners while striving to meet Goals 1 and 2 (pages 58-63).

CCPA is committed to implementing MTSS, a framework designed to address the academic and social-emotional learning needs of all students in support of student achievement. This model includes a comprehensive framework that focuses on academic standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. Because of this, we have identified the need to increase use of the i-Ready assessment and intervention program, Universal Designed Lessons (UDL), user-friendly academic interfaces, curriculum review and adoption processes. Additional paraeducator support has been hired to support the i-Ready assessments and interventions in reading and math as supported by the [Expanded Learning Opportunities](#) grant funding. Constant communication between students and teachers along with support staff and community partners keeps all educational partners informed of progress and updates to meeting the LCAP Goal 3 (page 63).

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Historically 100% of CCPA students are at-risk or formerly disengaged students and 82% of are classified as socio-economically disadvantaged. To this end all CCPA students will benefit from expanded learning opportunities that will help them in attaining their educational goals. Funding will be used to retain staff with extra duty hours and hiring support to provide direct services to the students.

CCPA will provide all students expanded learning opportunities that will help them in attaining their educational goals through the following learning recovery program for the 2021-2022 school year as identified in the [Expanded Learning Opportunities](#) grant.



To Increase instructional learning time, CCPA will support students by providing more one-on-one support with educational paraeducators. This one-on-one support will be available through various hours including late afternoon and evening times.

Currently, all students enrolled receive a Chromebook and every student is offered internet connectivity if needed. By providing all students in need with the necessary technology to access academic curriculum via an electronic platform, CCPA will provide virtual support with a Learning Management System (LMS) Support Specialist that will offer students extra hours of nighttime support as they navigate the LMS platform and troubleshoot any problems.

To support the needs of students in breaking down barriers that are hindering their academic achievement, funding has been allocated for a Community Resource Specialist. This position will identify regional networks of resources throughout Orange County for students to access to meet their basic needs, support students in connecting with community resources and monitor their participation. Through surveys collected and student feedback, the Community Resource Specialist will connect CCPA students with community partners to ensure that they are taking advantage of resources available to them and will monitor the increased usage of services utilized by CCPA students. Additionally, the Community Resource Specialist will continue to monitor student needs and effectiveness by gathering data for student positive attendance rates and tracking students' post-graduation data including students planning to enroll in college or work full- time.

In evaluating students' academic progress, we recognize the importance of addressing all students' academic needs and feel that the addition of funding to hire and retain staff will have an immediate impact on student success. Therefore, CCPA is currently creating and implementing a Multi-Tiered System of Support (MTSS) that uses data to help match academic needs and services in support of student achievement. In supporting these needs, CCPA strives to reduce barriers and increase student attendance and work completion.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

To ensure involvement of our educational partners, CCPA's School Advisory Committee elicits input from our community partners, local business executives, CCPA staff, students and parents. The School Advisory Committee represents an organizational and technical design to ensure CCPA remains a viable enterprise, with active and effective representation of interested parties supporting a successful educational program. The School Advisory Committee represents the diverse interests of the students and staff that make up the local school community. In an effort to gather meaningful input from all educational partners, various methods of acquiring input was conducted. Meetings via web-conferencing, phone calls, surveys online and over the phone in various languages, and committees were conducted to solicit input for use of funding to support student's education recovery. Feedback from the community and staff during the OCBE board meetings where CCPA's LCAP was presented also helps to inform the direction of the program. Individuals wishing to provide input during those meetings joined virtually or submitted written comments via email. Ultimately, CCPA included educational partners' feedback in the following ways:

- CCPA School Advisory Committee meeting held for public hearing and open to public comments, available through web-conferencing and phone call in.



- DELAC meeting held for parent/student questions and feedback.
- Online surveys conducted to gather feedback from students, teachers, staff, community partners and parents.
- Emailed and texted survey to parents in English and Spanish.
- Phone surveys conducted in English and Spanish for Parents.
- Daily meetings with staff that discussed the Learning Continuity and Attendance Plan.
- Surveys/phone calls/meetings with educational partners from school administration, Project Liaison, SRTs, and Counselor on a weekly basis.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

OCDE's ESSER III Expenditure Plan is student-focused and safety-driven with actions designed to re-engage students, provide essential supports, and offer additional learning opportunities in safe and welcoming environments. Despite the demands presented by the pandemic, OCDE school programs, including CCPA, have continued to create safe spaces where students are able to grow in their learning, experience success, and meet their goals.

The implementation of the OCDE ESSER III Expenditure Plan at CCPA includes the following:

- The distribution and maintenance of technology which allows our students and staff to learn and work effectively in both remote and in-person settings, as needed. Updated devices and connectivity tools are continuously deployed and a mechanism is in place to assist in troubleshooting problems by continuing to fund an Learning Management System (LMS) Support Specialist that will offer students extra hours of nighttime support as they navigate the LMS platform.
- The ongoing disbursement of Personal Protective Equipment (PPE) to CCPA school sites and offices to encourage safe practices. Across the organization, OCDE safety teams are prepared with information, supplies, and systems of support which provide a framework that allows OCDE and CCPA to continue providing high-quality education to students. The availability of PPE supplies has allowed OCDE to take a strong, defensive position in the fight against the spread of Covid-19, thus allowing students to safely participate in in-person learning.
- The furnishing of school sites, as needed, to create safe learning environments for students to participate in in-person learning.

Challenges in the implementation of the OCDE ESSER III Expenditure Plan can be attributed to the circumstances surrounding the pandemic and include the statewide hiring shortage for education professionals, the occasional necessary quarantine periods for



staff or students, and the ongoing physical and mental health demands placed on our communities. As a leader in the education community, OCDE addresses these barriers for students, staff, families, and Orange County districts with open, honest communication and strategic planning.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

CCPA will provide all students expanded learning opportunities that will help them in attaining their educational goals through funds received from the Expanded Learning Opportunities Grant which includes a plan for a learning recovery program in the 2021–2022 school year which aligns with the following LCAP Goals and Actions:

Extending instructional learning time (LCAP Goal 1, Action 7), Integrated student supports to address other barriers to learning (LCAP Goal 1, Action 2 and LCAP Goal 2, Action 3), and additional academic services for students to enhance student achievement (LCAP Goal 2, Action 2).

The Educator Effectiveness Funds will continue to LCAP alignment goals and actions to fund and support professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff, meet students' academic, social, emotional, and mental health needs, so that learning communities for educators are able to engage in a meaningful classroom teaching experience (LCAP Goal 2, Action 3, and LCAP Goal 3, Actions 4 and 5). These professional learning opportunities planned for CCPA staff include: the OCDE Project GLAD, CUE (Computer-Using Educators) Conference, the Juvenile Court, Community and Alternative School Administrators of California (JCCASAC) Conference, an Art4Healing workshop and training, the Orange County Counselor Symposium and attendance at the National Alternative Education Association Annual Conference.



# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.



## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”



If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

| <b>Budgetary Impact of 2021 Budget Act on 2021-22 Adopted Budget</b> |  |                                     |                   |
|--|--|-------------------------------------|-------------------|
| <b>Budget Item</b>   | <b>Projected 2021-22 Budget Amount</b> | <b>Actual 2021-22 Budget Amount</b> | <b>Difference</b> |
| Total LCFF funds   | \$1,722,625                            | \$2,471,849                         | \$749,224         |
| LCFF supplemental and concentration grants                           | \$425,272                              | \$711,874                           | \$286,602         |
| All other state funds  | \$171,604                              | \$86,655                            | -\$84,949         |
| All local funds  |  | \$10,000                            | \$10,000          |
| All federal funds  |  | \$103,244                           | \$103,244         |
| Total projected revenue  | \$1,894,229                            | \$2,671,748                         | \$777,519         |
| Total budgeted general fund expenditures                             | \$4,012,401                            | \$4,395,904                         | \$383,503         |



**GOAL 1: ENGAGEMENT**

Provide all students with motivating programs, course work, and opportunities where they feel respected and supported, included socially, culturally, and emotionally, and cared for both in and out of the classroom. Collaborate more efficiently with stakeholders to build a strong framework for student achievement and safe and supportive school climates that supports transitions into a career or post-secondary training.

| Metrics   | Baseline  | Available outcome data                            |
|---|---|---|
| Increase number of enrollments  | Baseline from 2020-21<br>125  | 108 Students                                      |
| Increase Graduation rate  | Baseline from 2019-20<br>69%  | 20-21: 72%<br>21-22: 42% (as of 11/12/21)         |
| Increase percentage of students who utilize community partners resources two times or more while enrolled at CCPA | Baseline from 2020-2021<br>30%  | not available                                     |
| Increase number of community partnerships   | Baseline from 2020-2021<br>38 partners                                      | 40 partners                                       |
| Increase number of scheduled collaborative meetings with partners   | Baseline from 2020-2021<br>Currently meeting consistently with two partners | Currently meeting consistently with four partners |
| Increase student participation at school events and resources used  | Will establish baseline in 2021-22  | average   |

**GOAL 2: PUPIL OUTCOMES**

Provide all students with a continuum of services that address academic, behavioral, social-emotional, health, and well-being needs.

| Metrics   | Baseline                           | Available outcome data                    |
|---|------------------------------------|---|
| Percentage of students who utilize Community Resource Specialist resources  | Will establish baseline in 2021-22 | 13%                                       |
| Increase percentage of students who attend their weekly appointment   | Baseline from 2020-21<br>84%       | 89% (as of 12/1/21)                       |
| Increase ADA Capture Rate   | Baseline from 2020-2021<br>45%     | 60% (as of 12/1/21)                       |
| Increase Graduation rate each year  | Baseline from 2019-20<br>69%       | 20-21: 72%<br>21-22: 42% (as of 11/12/21) |
| Increase percentage of students planning to enroll in college and/or apply for new jobs in their career interest after graduation | Baseline 2020-21 56%               | not available                             |

**GOAL 3: CONDITIONS OF LEARNING**

Provide all students with access to a federally funded workforce partner, fully credentialed teachers, instructional materials that align with state standards, and facilities that are maintained in good repair so students have access to a broad course of study in safe environments that includes the implementation of California State Standards.

| Metrics   | Baseline   | Available outcome data |
|---|--|------------------------|
| Increase percentage of students who are increasing their reading level in pre- and post-tests | Baseline from 2020-21<br>62%                       | not available          |
| Increase percentage of students who are increasing their math level in pre- and post-tests    | Baseline from 2020-21<br>50%                       | not available          |
| Increase the number of credits earned by students, per term                                   | Baseline from 2020-21 (Term 1)<br>8 Credits earned | not available          |
|   |  |                        |



| Action | 2021-22<br>Actions/Services  | Allocation | Expenditures<br>to Date: | Updates/completed<br>actions |
|--------|--|------------|--------------------------|------------------------------|
|        | <b>GOAL 1: ENGAGEMENT</b><br>Provide all students with motivating programs, course work, and opportunities where they feel respected and supported, included socially, culturally, and emotionally, and cared for both in and out of the classroom. Collaborate more efficiently with stakeholders to build a strong framework for student achievement and safe and supportive school climates that supports transitions into a career or post-secondary training. |            |                          |                              |
| 1      | To provide opportunities for at-risk young adults, increase public awareness of CCPA through use of marketing initiatives.   | \$ 225,000 | \$ 4,459                 | In progress.                 |
| 2      | Streamline enrollment process to include temporary support staff during periods of peak enrollment to accommodate the increase of appointments being made by prospective students.   | \$ 36,660  |                          | In progress.                 |
| 3      | Improve student participation with community partners and increase support staff to address student needs.   | \$ 69,350  |                          | In progress.                 |
| 4      | Collaborate with community partners to develop procedures to expedite and improve the efficiency of the enrollment process.  | \$ 12,890  |                          | Completed.                   |
| 5      | Expand partnership opportunities with community agencies to provide job readiness skills and vocational trainings.   | \$ 12,890  |                          | Completed.                   |
| 6      | Increase communication and collaboration with agencies within the community including federally-funded workforce partners, parents/families, and community agencies.   | \$ 26,890  |                          | In progress.                 |
| 7      | Provide all students with extended learning opportunities (college tours, career fairs, and community partner workshops), including transportation options for students as needed.   | \$ 30,000  |                          | In progress.                 |
| 8      | Expand instructional and behavioral interventions and support services to address the critical needs of all students in order to effectively define a clear path to educational attainment and transition into the community, secondary education, and the workforce.  | \$ 36,225  | \$ 12,837                | In progress.                 |
|        | <b>GOAL 2: PUPIL OUTCOMES</b><br>Provide all students with a continuum of services that address academic, behavioral, social-emotional, health, and well-being needs.  |            |                          |                              |
| 1      | Track students after graduation; gather data on the efficacy of the program for maintaining a career or completing college.  | \$ 13,640  |                          | In progress.                 |
| 2      | Partially fund a Community Resource Specialist to identify and develop community relationships that offer resources for adult students that eliminate barriers that impede their ability to access educational options and trainings to compete in the 21st Century workforce, including student resource supplies as needed.  | \$ 37,000  | \$ 44,177                | Completed.                   |
| 3      | Implement a Multi-Tiered System of Support (MTSS) that begins at enrollment and addresses the academic and social-emotional needs of all adult students as they progress through our program and that continues after graduation.  | \$ 124,600 | \$ 17,939                | In progress.                 |
|        | <b>GOAL 3: CONDITIONS OF LEARNING</b><br>Provide all students with access to a federally funded workforce partner, fully credentialed teachers, instructional materials that align with state standards, and facilities that are maintained in good repair so students have access to a broad course of study in safe environments that includes the implementation of California State Standards.   |            |                          |                              |



| Action | 2021-22<br>Actions/Services  | Allocation        | Expenditures<br>to Date: | Updates/completed<br>actions |
|--------|--|-------------------|--------------------------|------------------------------|
| 1      | Create a course contract in career exploration and essential life skills that incorporates federally-funded workforce program offerings.   | \$ 25,000         |                          | <i>In progress.</i>          |
| 2      | Continue to incorporate curriculum adoption plans, focused on core academic areas, CTE, and electives that incorporates a high level of cultural relevancy in curricular options.                | \$ 54,000         | \$ 36,747                | <i>Completed.</i>            |
| 3      | Designated ELD curriculum will be provided to students who are English Learners (ELs) that target the language needs of Long-Term ELs; continue to provide training to staff on this curriculum. | \$ 1,000          |                          | <i>In progress.</i>          |
| 4      | Provide professional learning opportunities for certificated staff to enhance instructional practices and implementation of standards-based content with fidelity and integrity.                 | \$ 10,000         | \$ 1,424                 | <i>In progress.</i>          |
| 5      | Provide professional learning opportunities for classified staff to expand behavioral interventions and support services to address the critical needs of adult students.                        | \$ 5,000          | \$ 437                   | <i>In progress.</i>          |
| 6      | We will continue to provide safe school environments that are conducive to learning for all students, including training for staff, monthly safety reports and timely facility repairs.          | \$ 34,500         | \$ 41,693                | <i>Completed.</i>            |
|        | <b>Total:</b>  | <b>\$ 754,645</b> | <b>\$ 159,713</b>        |                              |