

REGULAR MEETING

June 1, 2022

3:00 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=KWIw_flWcIM

Item: Agenda - June 1, 2022

[X] Mailed [] Distributed at meeting

AB

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 June 1, 2022 – Adoption

(*) MINUTES

Regular Meeting of May 4, 2022 – Approval

PUBLIC COMMENTS (related to Closed Session)

TIME CERTAIN

1. Inter-district Appeal Hearing (closed) – Student #06012022002I – Savanna School District to Los Alamitos Unified School District.
2. Inter-district Appeal Hearing (closed) – Student #06012022003I – Santa Ana Unified School District to Newport-Mesa Unified School District.

CLOSED SESSION 1

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 2

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 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)

CLOSED SESSION 4

CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION Michael Sean Wright v. Orange County Board of Education and Al Mijares, Orange County Superintendent of Schools – Case Number 30-2022-01243638-CU-WM-CJC - Government Code §§ 54956.9(a) and (d)(1)

INVOCATION

5:00 p.m.

Reverend Doctor Karen Stoyanoff
Unitarian Universalist Congregation, Fullerton

PLEDGE OF ALLEGIANCE

INTRODUCTIONS

PUBLIC COMMENTS

(30 minutes)

CONSENT CALENDAR

- (*) 3. Approve the granting of diplomas to the students listed from Alternative, Community, and Correctional Education Schools and Services, Alternative Education Division.
- (*) 4. Approve invoice #215590 in the amount of \$55,754.00, invoice #216077 in the amount of \$15,568.00, and invoice #217423 in the amount of \$6,488.74 for Nielsen Merksamer Parrinello Gross & Leoni LLP.
- (*) 5. Approve invoice #3253444 in the amount of \$15,265.86 for Haight, Brown & Bonesteel LLP.

CHARTER SCHOOLS

- 6. Charter submissions
- (*) 7. Charter School Public Hearing – Vista Meridian Global Academy Countywide Charter School Petition – Aracely Chastain, Director, Charter Schools, will facilitate the public hearing.

Discussion Format:
Vista Meridian Global Academy
Public Comments (30 minutes)
Board Questions
- (*) 8. Board Action – Vista Meridian Global Academy Countywide Charter School Petition
- (*) 9. Charter School Public Hearing – Explore Academy Material Revision – Aracely Chastain, Director, Charter Schools, will facilitate the public hearing.

Discussion Format:
Explore Academy
Public Comments (30 minutes)
Board Questions

BOARD RECOMMENDATIONS

- (*) 10. Board action on resolution regarding Contracts Before the Orange County Board of Education (Barke and Williams)

PRESENTATIONS

- (*) 11. Local Control and Accountability Plan (LCAP) Presentation – Christine Olmstead, Ed.D., Interim Chief Academic Officer will conduct the presentation regarding LCAP for the Orange County Department of Education.
12. Public Hearing – Christine Olmstead, Ed.D., Interim Chief Academic Officer, will conduct a public hearing regarding the Orange County Department of Education.
- (*) 13. Local Control and Accountability Plan (LCAP) Presentation – Christine Olmstead, Ed.D., Interim Chief Academic Officer will conduct the presentation regarding LCAP for the College and Career Preparatory Academy.
14. Public Hearing – Christine Olmstead, Ed.D., Interim Chief Academic Officer, will conduct a public hearing regarding the College and Career Preparatory Academy Local Control and Accountability Plan (LCAP).
- (*) 15. Budget Presentation - Renee Hendrick, Associate Superintendent, will conduct the presentation regarding the Orange County Department of Education budget for 2022-2023 fiscal year.
16. Public Hearing - Renee Hendrick, Associate Superintendent will conduct a public hearing regarding the Orange County Department of Education budget for 2022-2023 fiscal year.
- (*) 17. California School Dashboard Local Indicators Presentation – Christine Olmstead, Ed.D., Interim Chief Academic Officer will conduct the presentation regarding California School Dashboard Local Indicators: Orange County Department of Education Schools and Programs (ACCESS County Community, ACCESS Juvenile Hall, OCCS: CHEP/PCHS, and Orange County Special Education).
18. Public Hearing – Christine Olmstead, Ed.D., Interim Chief Academic Officer, will conduct a public hearing regarding the California School Dashboard Local Indicators: Orange County Department of Education Schools and Programs (ACCESS County Community, ACCESS Juvenile Hall, OCCS: CHEP/PCHS, and Orange County Special Education).
- (*) 19. California School Dashboard Local Indicators Presentation – Christine Olmstead, Ed.D., Interim Chief Academic Officer will conduct the presentation regarding California School Dashboard Local Indicators: College and Career Preparatory (CCPA).
20. Public Hearing – Christine Olmstead, Ed.D., Interim Chief Academic Officer, will conduct a public hearing regarding the California School Dashboard Local Indicators: College and Career Preparatory (CCPA).

- (*) 21. Universal Prekindergarten (UPK) Support Plan Presentation - Christine Olmstead, Ed.D., Interim Chief Academic Officer will conduct the presentation regarding Universal Prekindergarten (UPK) Support Plan.

INFORMATION ITEMS

COMMUNICATION/INFORMATION/DISCUSSION

- NSBA Apology Letter (Williams)
- Esplanade

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, June 15, 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
Regular Meeting
May 4, 2022

AB

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 3:30 p.m., May 4, 2022 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

AGENDA

Motion by Williams, seconded by Sparks, and carried by a vote of 4-0 to approve the agenda of the Regular meeting of May 4, 2022, noting item #9 to be pulled and voted on separately.

MINUTES

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 minutes of the April 6, 2022 Regular Board Meeting.

PUBLIC COMMENTS (related to Closed Session) - None

The Board took a recess to go into closed session to conduct Inter-District appeal hearings followed by closed session items from 3:37 p.m. to 5:15 p.m.

1. Inter-district Appeal Hearing (closed) – Student #05042022001I – Savanna School District to Cypress School District.

Motion by Barke, seconded by Williams, and carried by a vote of 3-1 (Barke, Sparks, and Williams voted Yes; Gomez voted No) to approve the appeal and allow the student to attend the Cypress School District for the period of one academic year (2022-23).

2. Inter-district Appeal Hearing (closed) – Student #05042022002I – Savanna School District to Cypress School District.

Motion by Barke, seconded by Williams, and carried by a vote of 3-1 (Barke, Sparks, and Williams voted Yes; Gomez voted No) to approve the appeal and allow the student to attend the Cypress School District for the period of one academic year (2022-23).

Spencer Gooch, Manager, Educational Services facilitated both hearings concurrently.

CLOSED SESSION 1 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 2 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 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)

CLOSED SESSION 4 CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION Michael Sean Wright v. Orange County Board of Education and Al Mijares, Orange County Superintendent of Schools – Case Number 30-2022-01243638-CU-WM-CJC - Government Code §§ 54956.9(a) and (d)(1)

INVOCATION Craig Hill, Lead Pastor
Taft Avenue Community Church

PLEDGE OF ALLEGIANCE

3. Sunburst Youth Academy Color Guard Presentation of Flags
Major Al Harvard
Cadet Ashley Joya – National Anthem

INTRODUCTIONS Major Al Harvard, Captain Tim Richards, Gary Tegel, and Scott Williams

SPECIAL PRESENTATION

4. Special Awards Presentation –Presentation of awards to the Eighth Annual Jack R. Hammett Memorial Day Essay Contest participants and winners.
 - Mr. Scott Williams – Jack Hammett Bio
 - Christine Olmstead, Ed.D. – Introductions and Program Overview
 - Keon Ferber – 1st Place Winner, ACCESS
 - Cadet Nazim Abdellali, 2nd Place Winner, ACCESS
 - Cadet Destiny Campos – 3rd Place Winner, ACCESS
 - Noah Galvez – 1st Place Winner, Special Schools
 - Cindy Rodriguez – 2nd Place Winner, Special Schools
 - Taylor Handley - Winner of Art Category

The Board took a recess from 5:56 p.m. to 6:06 p.m.

PUBLIC COMMENTS (related to item #15 only)

- Collin Felch
- Javier Orduno

BOARD RECOMMENDATIONS

15. Motion by Williams, seconded by Sparks, and carried by a vote of 4-0 to adopt Board Resolution 12-22: Celebrating the 30th Anniversary of California Charter Schools, amending the resolution to reflect data citations.

PUBLIC COMMENTS

- Christopher Ganiere, General
- Lynne Riddle, General

CONSENT CALENDAR

Motion by Williams, seconded by Sparks, and carried by a vote of 4-0 to approve consent calendar items #5, #6 and #7.

5. Approve the granting of diplomas to the students listed from Alternative, Community, and Correctional Education Schools and Services, Alternative Education Division.
6. Accept the 3rd Quarter Report on Williams Uniform Complaints for Orange County Department of Education Student Programs for the period of January 1 to March 31, 2022.
7. Adopt the annual updated Orange Department of Education Investment Policy.

CONSENT CALENDAR (continue)

8. Motion by Williams, seconded by Sparks, and carried by a vote of 4-0 to adopt Resolution #11-22 to recognize May 30, 2022 as Memorial Day.
9. Motion by Williams, seconded by Sparks, and carried by vote of 3-1 (Williams, Sparks, and Barke voted Yes; Gomez voted No) to approve invoice #3252499 in the amount of \$20,522.75 for Haight, Brown & Bonesteel LLP.

CHARTER SCHOOLS

10. Charter submissions – None

TIME CERTAIN

11. Public Hearing – Renee Hendrick, Associate Superintendent, Division of Administrative Services, conducted a public hearing on OCSEA's Initial Proposal

to Superintendent. The hearing was opened at 6:25 p.m. There being no input from the audience, the hearing was closed at 6:26 p.m.

12. Public Hearing – Renee Hendrick, Associate Superintendent, Division of Administrative Services, conducted a public hearing on Superintendent’s Initial Proposal to OCSEA. The hearing was opened at 6:26 p.m. There being no input from the audience, the hearing was closed at 6:27 p.m.
13. Public Hearing – Renee Hendrick, Associate Superintendent, Division of Administrative Services, conducted a public hearing on CSEA’s Initial Proposal to Superintendent. The hearing was opened at 6:27 p.m. There being no input from the audience, the hearing was closed at 6:28 p.m.
14. Public Hearing – Renee Hendrick, Associate Superintendent, Division of Administrative Services, conducted a public hearing on Superintendent’s Initial Proposal to CSEA. The hearing was opened at 6:30 p.m. There being no input from the audience, the hearing was closed at 6:31 p.m.

BOARD RECOMMENDATIONS (continue)

16. Motion by Williams, seconded by Barke to adopt revised Board Policy 300-02 regarding Inter-district Attendance Appeal Hearings.

Original motion 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 adopt revised Board Policy 300-02 regarding Inter-district Attendance Appeal Hearings with grammatical edits to be submitted by the designated trustees and board attorney.

Report Out

Mr. Brenner reported, for closed sessions 1 through 4, the Board had a discussion. The only action taken was approval of Epstein, Becker & Brown invoices #1082723, #1082724, and #1082725 dated April 30, 2022. The vote was 3-1 (Williams, Barke, and Sparks voted Yes; Gomez voted No).

INFORMATION ITEMS

COMMUNICATION/INFORMATION/DISCUSSION

- Website Committee - Trustee Sparks
- 2022-2023 Budget Development – Renee Hendrick

ANNOUNCEMENTS

Superintendent

- Acknowledgement – Cabinet and staff involved in the 8th Annual Jack Hammett Memorial Day Essay Contest
- Acknowledgement and support of the resolution regarding Celebrating the 30th Anniversary of California Charter Schools
- Best high schools in America
 - Oxford Academy, Anaheim Union High School District

- Troy High School, Fullerton Joint Union High School District
- Northwood High School, Irvine USD
- Teachers of the Year at Disneyland Hotel
 - Alondra Diaz, Gates Elementary School, Saddleback Valley Unified School District
- OC Green Ribbon Schools
 - Katella High School
 - Raymond Temple Elementary School
- Orange County School Boards Association (OCSBA)- Trustee Gomez was presented the Marian Bergeson Award along with the Huntington Beach Union High School District Trustee, Dr. Michael Simons

BOARD MEMBER COMMENTS

- Trustee Sparks – Orange County School of Arts ranks 38 in California

Deputy Superintendent

- Next board meeting is on June 1st, 5:00 p.m., submission deadline is May 18th, packet delivery is May 27th
- Office closed on Memorial Day – May 30th
- Graduation schedules
- Alternate location on agenda was cancelled

PUBLIC COMMENTS

- Linda Cone, General

BOARD MEMBER COMMENTS

- Trustee Gomez – 4/20 OCSBA/ACSA Dinner meeting
 - Dr. Mijares and Dr. Chau received the Maureen DiMarco Award for all of their work during the pandemic and ongoing
 - Michele Borba, “Helping Children Thrive in Uncertain Times.”
 - Teachers of the Year event
- Trustee Barke – NOVA Academy
- Trustee Gomez - Hillview High School’s exit interviews

ADJOURNMENT

On a motion duly made, and seconded, the board meeting of May 4, 2022 adjourned at 7:43 p.m.



Nina Boyd
Assistant Secretary, Board of Education

Mari Barke
President, Board of Education

Next Regular Board Meeting: Wednesday, June 1, 2022 at 5:00 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.

VB

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 1, 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 11-12 removed (CONFIDENTIAL STUDENT INFORMATION)

Item: Consent Calendar #4

June 1, 2022

☒ Mailed ☐ Distributed at meeting



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 1, 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 #3253444 in the amount of \$15,265.86 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

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.: 3253444

Client/Matter: OC18-0000003

Billing Atty: GREGORY J. ROLEN

May 12, 2022

Representing: Orange County Board of Education

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

Total Fees This Invoice	\$14,413.00
Total Costs Advances This Invoice	\$852.86
Total Fees and Costs This Invoice	\$ 15,265.86
Balance Carried Forward from Previous Invoice(s)	20,522.75
Total Due Upon Receipt	\$ 35,788.61

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: 3253444

Re: ORANGE COUNTY BOARD OF EDUCATION

OC18-0000003

Advice on Board Governance and Budgetary Issues

Page 2

PROFESSIONAL SERVICES RENDERED through 04/30/2022

Date	Description	Attorney	Hours
04/04/2022			0.60
04/04/2022			0.70
04/04/2022			6.60
04/05/2022			0.40
04/05/2022			1.10
04/05/2022			1.80
04/05/2022			0.40
04/06/2022			4.40
04/06/2022			6.10
04/07/2022			0.30
04/07/2022			0.30
04/07/2022			4.50
04/11/2022			0.30
04/12/2022			0.60
04/15/2022			0.30
04/15/2022			0.30
04/20/2022			1.00

Haight Brown & Bonesteel LLP

213.542.8000

Re: ORANGE COUNTY BOARD OF EDUCATION
OC18-0000003

Invoice No: 3253444

Advice on Board Governance and Budgetary Issues

Page 3

04/20/2022	0.30
04/21/2022	0.70
04/21/2022	0.40
04/22/2022	2.80
04/22/2022	1.60
04/25/2022	0.30
04/27/2022	0.90
04/28/2022	0.70
04/29/2022	0.30
04/29/2022	0.80
04/29/2022	1.10
04/29/2022	1.00
Total Hours	40.60

Total Fees This Invoice

\$14,413.00

Haight Brown & Bonesteel LLP
213.542.8000

Invoice No: 3253444

Re: ORANGE COUNTY BOARD OF EDUCATION
OC18-0000003
Advice on Board Governance and Budgetary Issues

Page 4

Timekeeper	Hours	Rate	Amount
GREGORY J. ROLEN	40.60	\$355.00	14,413.00
	40.60		14,413.00

Haight Brown & Bonesteel LLP
213.542.8000

Re: ORANGE COUNTY BOARD OF EDUCATION
OC18-0000003
Advice on Board Governance and Budgetary Issues

Invoice No: 3253444

Page 5

Mileage

04/06/2022	32.76
------------	-------

Total for Mileage	32.76
--------------------------	--------------

Out-of-Town Travel

04/28/2022	483.97
------------	--------

04/28/2022	265.13
------------	--------

04/28/2022	48.00
------------	-------

04/28/2022	23.00
------------	-------

Total for Out-of-Town Travel	820.10
-------------------------------------	---------------

Total Costs Advanced This Invoice	\$852.86
-----------------------------------	----------

Total Fees and Costs This Invoice	\$15,265.86
-----------------------------------	-------------

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

Remit To:

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

Invoice No.: 3253444
Client/Matter: OC18-0000003
Billing Atty: GREGORY J. ROLEN
May 12, 2022

PROFESSIONAL SERVICES RENDERED through April 30, 2022

Total Fees This Invoice	\$ 14,413.00
Total Costs Advanced This Invoice	\$ 852.86
Total Fees and Costs This Invoice	<u>\$ 15,265.86</u>
Balance Forward	\$ 20,522.75
Total Due Upon Receipt	<u>\$ 35,788.61</u>

PLEASE RETURN THIS PAGE WITH YOUR REMITTANCE

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

June 1, 2022

☒ Mailed ☐ Distributed at meeting



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 1, 2022

TO: Nina Boyd, Deputy Superintendent

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

SUBJECT: Nielsen Merksamer Parrinello Gross & Leoni LLP – Invoices

RECOMMENDATION:

Approve invoice #215590 in the amount of \$55,754.00, invoice #216077 in the amount of \$15,568.00, and invoice #217423 in the amount of \$6,488.74 for Nielsen Merksamer Parrinello Gross & Leoni LLP.

Orange County Board Of Education
c/o Mari Barke, President
200 Kalmus Drive
Costa Mesa, CA 92626

Statement Date: February 8, 2022
Invoice Number: 215590
Account Number: 2344.010

Re: 2022 Redistricting
cc: Greg Rolan (grolen@hbblaw.com)

MML

PROFESSIONAL SERVICES THROUGH 01/31/2022

		Rate	Hours	
01/04/2022	MML			
		695.00	2.70	1,876.50
	HJG			
		495.00	1.20	594.00
01/05/2022	MML			
		695.00	2.80	1,946.00
	CES			
		645.00	0.30	193.50
	HJG			
		495.00	1.50	742.50
	DJL			
		595.00	4.90	2,915.50
01/06/2022	MML	695.00	1.80	1,251.00
	HJG			

Orange County Board Of Education
Account No. 2344.010

Statement Date: 02/08/2022
Invoice Number: 215590

		Rate	Hours	
		495.00	2.00	990.00
01/07/2022	MML	695.00	0.30	208.50
	HJG			
		495.00	0.20	99.00
01/08/2022	MML			
		695.00	0.80	556.00
01/10/2022	MML	695.00	0.80	556.00
	HJG			
		495.00	1.60	792.00
01/11/2022	MML	695.00	0.70	486.50
	HJG			
		495.00	0.20	99.00
01/12/2022	MML			
		695.00	1.10	764.50
	HJG	495.00	0.50	247.50
01/13/2022	MML			
		695.00	2.30	1,598.50
01/14/2022	MML			
		695.00	1.80	1,251.00
	HJG			
		495.00	0.20	99.00
01/15/2022	MML			

Orange County Board Of Education
Account No. 2344.010

Statement Date: 02/08/2022
Invoice Number: 215590

		Rate	Hours	
		695.00	4.80	3,336.00
01/17/2022	MML			
		695.00	4.50	3,127.50
01/18/2022	MML			
		695.00	1.00	695.00
01/19/2022	MML			
		695.00	1.70	1,181.50
01/20/2022	MML			
		695.00	2.30	1,598.50
01/21/2022	MML			
		695.00	3.60	2,502.00
	DJL			
		595.00	0.70	416.50
01/22/2022	MML			
		695.00	3.80	2,641.00
01/24/2022	MML			
		695.00	4.60	3,197.00
01/25/2022	HJG			
		495.00	0.20	99.00
	MML			

Orange County Board Of Education
Account No. 2344.010

Statement Date: 02/08/2022
Invoice Number: 215590

		Rate	Hours	
		695.00	4.20	2,919.00
01/26/2022	MML			
		695.00	2.10	1,459.50
01/27/2022	MML			
		695.00	3.30	2,293.50
01/28/2022	HJG			
		495.00	0.20	99.00
	MML			
		695.00	4.20	2,919.00
01/30/2022	MML			
		695.00	4.30	2,988.50
			<u>73.20</u>	<u>48,739.00</u>
	For Current Services Rendered			

SUMMARY OF FEES

Timekeeper	Hours	Rate	Total
Marguerite M. Leoni	59.50	\$695.00	\$41,352.50
Christopher Skinnell	0.30	645.00	193.50
Hilary Gibson	7.80	495.00	3,861.00
David Lazarus	5.60	595.00	3,332.00

EXPENSES

Legislative Intent Services	<u>7,015.00</u>
Expenses Due Thru 01/31/2022	<u>7,015.00</u>
Current Charges	55,754.00
BALANCE DUE	<u><u>\$55,754.00</u></u>

Orange County Board Of Education
c/o Mari Barke, President
200 Kalmus Drive
Costa Mesa, CA 92626

Statement Date: March 3, 2022
Invoice Number: 216077
Account Number: 2344.010

Re: 2022 Redistricting
cc: Greg Rolen (grolen@hbblaw.com)

MML

PROFESSIONAL SERVICES THROUGH 02/28/2022

		Rate	Hours	
02/01/2022	MML			
		695.00	1.60	1,112.00
02/02/2022	MML			
		695.00	2.80	1,946.00
02/03/2022	MML			
		695.00	3.70	2,571.50
02/04/2022	MML			
		695.00	2.80	1,946.00
02/06/2022	MML			
		695.00	2.40	1,668.00
02/07/2022	MML			
		695.00	0.30	208.50
02/08/2022	MML			
		695.00	1.20	834.00
02/10/2022	MML			
		695.00	2.80	1,946.00
02/12/2022	MML			

Orange County Board Of Education
Account No. 2344.010

Statement Date: 03/03/2022
Invoice Number: 216077

		Rate	Hours	
		695.00	0.20	139.00
02/13/2022	MML	695.00	1.00	695.00
02/14/2022	MML	695.00	0.40	278.00
02/15/2022	MML			
		695.00	1.70	1,181.50
02/16/2022	MML	695.00	0.30	208.50
02/28/2022	MML			
		695.00	1.20	834.00
	For Current Services Rendered		22.40	15,568.00

SUMMARY OF FEES

Timekeeper	Hours	Rate	Total
Marguerite M. Leoni	22.40	\$695.00	\$15,568.00

Current Charges 15,568.00

BALANCE DUE \$15,568.00

Orange County Board Of Education
 Mari Barke, President
 Orange County Board of Education
 200 Kalmus Drive
 Costa Mesa, CA 92626
 mari@maribarke.com

Statement Date: April 4, 2022
 Invoice Number: 217423
 Account Number: 2344.010

MML

PROFESSIONAL SERVICES THROUGH 03/31/2022

		Rate	Hours	
03/01/2022	MML	695.00	0.50	347.50
03/02/2022	MML	695.00	0.30	208.50
03/11/2022	MML	695.00	1.00	695.00
03/14/2022	CES	645.00	0.60	387.00
	MML	695.00	0.80	556.00
	MML	695.00	0.20	139.00
03/23/2022	MML	695.00	0.50	347.50
03/24/2022	MML	695.00	0.60	417.00
03/25/2022	MML	695.00	4.30	2,988.50
03/28/2022	MML	695.00	0.20	139.00
			9.00	6,225.00

Orange County Board Of Education
Account No. 2344.010

Statement Date: 04/04/2022
Invoice Number: 217423

SUMMARY OF FEES

<u>Timekeeper</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Marguerite M. Leoni	8.40	\$695.00	\$5,838.00
Christopher Skinnell	0.60	645.00	387.00

EXPENSES

Lexis Research	263.74
Expenses Due Thru 03/31/2022	<u>263.74</u>
Current Charges	6,488.74
BALANCE DUE	<u>\$6,488.74</u>

June 1, 2022

[X] Mailed [] Distributed at meeting

ORANGE COUNTY BOARD OF I

BOARD AGENDA ITEM



DATE: June 1, 2022

TO: Nina Boyd, Deputy Superintendent

FROM: Aracely Chastain, Director, Charter Schools

SUBJECT: Public Hearing – Vista Meridian Global Academy Countywide Charter Petition

DESCRIPTION:

On March 4, 2022, Vista Charter Public Schools submitted a countywide charter school petition to operate Vista Meridian Global Academy, a grade nine through twelve countywide charter school. The Orange County Board of Education held a public hearing on April 6, 2022, to consider the level of support for the charter school.

RECOMMENDATION:

Pursuant to California Education Code 47605.6, on June 1, 2022, the Orange County Board of Education shall hold a public hearing to grant or deny Vista Meridian Global Academy's countywide charter school petition. 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 May 17, 2022.



MEMO

ORANGE COUNTY DEPARTMENT OF EDUCATION

May 17, 2022

To: Members, Orange County Board of Education

From: Orange County Department of Education Charter Schools Unit

Re: Staff Recommendations and Findings – Vista Meridian Global Academy

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 Vista Public Charter Schools petition proposing to establish Vista Meridian Global Academy (VMGA) 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 March 4, 2022, the Board received a petition proposing to establish VMGA as a countywide charter school. VMGA would be operated by Vista Charter Public Schools, a California nonprofit public benefit corporation that currently operates a network of charter schools in Orange and Los Angeles counties.

On April 6, 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 April 12, 2022, Orange County Department of Education staff sent the charter school representatives questions to better understand and clarify information in the petition.

The Board must 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 for the Board's regular meeting on June 1, 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 Vista Public Charter Schools petition to establish Vista Meridian Global Academy 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 description of procedures by which pupils may be suspended or expelled from the charter school does not include the statement required under California Education Code section 47606.2 regarding providing homework.

Should the charter be approved, revision of the charter petition to comply with Education Code section 47606.2 should be addressed in an Agreement and submitted prior to the school opening.

2. The charter petition provides limited information regarding the implementation of the robust education program described in the charter petition including the expectation that every student complete one of four Career Technical Education (CTE) pathways with the option to pursue and complete an Associate's Degree from a college partner through dual enrollment and a STEAM model.

Should the charter be approved, the development and maintenance of an action plan that incorporates detailed action steps, timelines, resources, implementation benchmarks, key personnel and status updates regarding all aspects of the education program (CTE, Dual Enrollment and STEAM) should be addressed in an Agreement and submitted prior to the school opening.

3. The charter petition states that the reclassification team will monitor English learner students for two years after reclassification. However, current state and federal law require four years of monitoring under 20 U.S.C. Section 6841(a)(4)(5); Title 5 California Code of Regulations (5CCR) Section 11304.

Should the charter be approved, revision of the charter petition to comply with 20 U.S.C. Section 6841(a)(4)(5); Title 5 California Code of Regulations (5CCR) Section 11304 should be addressed in an Agreement and submitted prior to the school opening.

4. The charter petition includes incomplete information under Measurable Pupil Outcomes and Annual Goals for priorities 2, 4, 5 and 7.

Should the charter be approved, the following items should be addressed in an Agreement and revised prior to the school opening.

- (1) Add English language development or programs which enable English learner students access the state academic standards under Priority 2.
- (2) Add additional language regarding targets for growth in out-years under Priority 4
- (3) Include metrics for the percent of pupils satisfying A-G requirements, completing CTE course requirements, and completing both A-G and CTE course requirements under Priority 4.
- (4) Add actions specific to how the school plans to achieve high attendance rates, low chronic absenteeism, low dropout, high graduation, low suspension, and low expulsion rates under Priority 5.
- (5) Add actions specific to programs and services developed and provided to unduplicated pupils and students with exceptional needs under Priority 7.

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.

* * *

ORANGE COUNTY BOARD OF
BOARD AGENDA ITEM

Item: Charter Schools #8

June 1, 2022

[X] Mailed [] Distributed at meeting



DATE: June 1, 2022
TO: Nina Boyd, Deputy Superintendent
FROM: Aracely Chastain, Director, Charter Schools
SUBJECT: Board Action – Vista Meridian Global Academy Countywide Charter School Petition

DESCRIPTION:

On March 4, 2022, Vista Charter Public Schools submitted a charter petition to establish Vista Meridian Global Academy as a countywide charter school. Per California Education Code 47605.6, the Orange County Board of Education held public hearings on April 6, 2022 and June 1, 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 findings outlined in the Staff Report published on May 17, 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 Vista Charter Public Schools petition to establish Vista Meridian Global Academy 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 VISTA MERIDIAN GLOBAL ACADEMY**

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 March 4, 2022, the Orange County Board of Education (“Board”) received a petition from Vista Charter Public Schools, a California nonprofit public benefit corporation, for the operation of Vista Meridian Global Academy (“Petition”);

WHEREAS, on April 6, 2022, the Board held a public hearing on the Petition and received public comment thereon;

WHEREAS, on May 17, 2022, 2022, the Board published a Staff Report, with recommended findings, prepared by staff members of the Orange County Department of Education (“OCDE”);

WHEREAS, on June 1, 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 Vista Meridian Global Academy 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 Vista Charter Public Schools, a California nonprofit public benefit corporation, for the operation of Vista Meridian Global Academy;

BE IT FURTHER RESOLVED that the Board approves the standard Agreement with the understanding that Vista Meridian Global Academy 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 November 2022. Should the Petitioner and Board fail to reach agreement by the regularly scheduled meeting in November 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 1st day of June 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 10th 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 VISTA MERIDIAN GLOBAL ACADEMY**

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 March 4, 2022, the Orange County Board of Education (“Board”) received a petition from Vista Charter Public Schools, a California nonprofit public benefit corporation, for the operation of Vista Meridian Global Academy (“Petition”);

WHEREAS, on April 6, 2022, the Board held a public hearing on the Petition and received public comment thereon;

WHEREAS, on May 17, 2022, the Board published a Staff Report, with recommended findings, prepared by staff members of the Orange County Department of Education (“OCDE”);

WHEREAS, on June 1, 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 May 17, 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 Vista Charter Public Schools, a California nonprofit public benefit corporation, for the operation of Vista Meridian Global Academy for an initial charter term from July 1, 2022 through June 30, 2027.

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 November 2022. Should the Petitioner and Board fail to reach agreement by the regularly scheduled meeting in November 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 1st day of June 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 VISTA MERIDIAN GLOBAL ACADEMY**

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 March 4, 2022, the Orange County Board of Education (“Board”) received a petition from Vista Charter Public Schools, a California nonprofit public benefit corporation, for the operation of Vista Meridian Global Academy (“Petition”);

WHEREAS, on April 6, 2022, the Board held a public hearing on the Petition and received public comment thereon;

WHEREAS, on May 17, 2022, the Board published a Staff Report, with recommended findings, prepared by staff members of the Orange County Department of Education (“OCDE”);

WHEREAS, on June 1, 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 May 17, 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 1st day of June 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 # _____

**ORANGE COUNTY BOARD OF
BOARD AGENDA IT**

Item: Charter Schools #9
June 1, 2022
[X] Mailed [] Distributed at meeting



DATE: June 1, 2022
TO: Nina Boyd, Deputy Superintendent
FROM: Aracely Chastain, Director, Charter Schools
SUBJECT: Public Hearing – Explore Academy Countywide Charter School Petition

DESCRIPTION:

On April 19, 2022, Explore Academy submitted a material revision to open locations within the boundaries of Garden Grove Unified School District and Orange Unified School District.

RECOMMENDATION:

Pursuant to California Education Code 47605.6, the Orange County Board of Education will hold a public hearing to consider the level of support for the material revision at the June 1, 2022 board meeting.

and parents as needed. This is a clear benefit to the student population that cannot be served well by one charter school that operates in only one school district in the county. Students from wealthy families generally tend to have expanded educational opportunities. Explore Academy is specifically targeting a less affluent student population that, without this new countywide network, would not have the same choices and opportunities available to them.

Where

We are proposing to open three Explore Academy campuses within the County during our first five years of operation. To best serve a student population that reflects the ethnic, racial^[18], language, special needs, and socioeconomic diversity of the County, and locate strategically within the County to facilitate commuting to and from school sites, we are in the process of identifying school facilities within the following school districts:

- Anaheim Elementary School District
- Anaheim Union High School District
- Capistrano Unified School District
- Fullerton Joint Union High School District
- La Habra City School District
- Lowell Joint School District
- Newport-Mesa Unified School District
- Santa Ana Unified School District
- Tustin Unified School District
- [Orange Unified School District](#)
- [Garden Grove Unified School District](#)

Why

As a countywide benefit charter, Explore Academy will be able to provide differentiated curricular offerings, drawing upon a talented faculty to support and develop student interests and meet student academic and socioemotional needs. The educational services to be provided by the Charter School will offer services to a student 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. At the same time, operating under a single, countywide charter will facilitate efficient and financially responsible operations, increased compliance, and perhaps most importantly, support fidelity to the instructional model.

Explore Academy asserts the above and the following as its rationale and qualification for a countywide benefit charter petition:^[19]

Unique and Proven Educational Model

The Explore Academy model is unique and proven. No other educational models like it are currently offered in Orange County, and certainly none are available on a countywide basis. Furthermore, the Explore Academy model has proven success serving a student body similar to our target demographic—majority English learners and socioeconomically disadvantaged students. Founded in 2014, Explore Academy in Albuquerque, New Mexico (Explore ABQ) serves 10% English learners and 30% socioeconomically disadvantaged students.^[20] It has earned an A-rating from the New Mexico Public Education Department, becoming one of the highest performing schools in the state. Furthermore, Explore ABQ has achieved the highest

Personal Responsibility

Explore Academy's model is grounded in the academic standards for each content area, so student credit can only be earned through mastery. This creates a system in which students are taught high levels of personal responsibility; each student is responsible for their own learning and success. There will be no grades to average, no extra credit, no busy work. Students will learn to be responsible for their own educational journey, learning self-advocacy, time management, and self-control. Teachers, similarly, will be held to high standards of personal accountability. Data-driven school systems and evaluations will operate constantly throughout the year, with metrics collected daily, weekly, monthly, semiannually, and annually. Just as teachers use formative feedback and personalized instruction to guide each student down their unique path, school leadership will use data systems to guide each teacher as they work toward improving their craft and student achievement levels throughout the year. Ultimately, we feel that personal responsibility is paramount in the success of students, teachers, and the school as a whole. An educated person in the 21st century takes personal responsibility for their work and actions, and expects others to do the same.

Across the curriculum, students will engage in differentiated learning seminars and “flavors”: coursework that is inherently elective in nature, aligned to the State Standards and tailored to a student’s choice in study. This student-centered approach to learning prepares our students for long-term academic success by helping them gain content knowledge as well as cognitive and non-cognitive skills required for college and beyond.

Whom the School Will Educate[28][29]

Explore Academy will provide a unique educational opportunity for the diverse student population throughout Orange County.

We are proposing to open three Explore Academy campuses within the County during our first five years of operation. In order to best serve a student population that reflects the racial, ethnic, language, students with disabilities, and socioeconomic diversity of the County, and locate strategically within the County to facilitate commuting to and from school sites, we are in the process of identifying school facilities within the following school districts:

- Anaheim Elementary School District
- Anaheim Union High School District
- Capistrano Unified School District
- Fullerton Joint Union High School District
- La Habra City School District
- Lowell Joint School District
- Newport-Mesa Unified School District
- Santa Ana Unified School District
- Tustin Unified School District
- [Orange Unified School District](#)
- [Garden Grove Unified School District](#)

As a countywide benefit charter, Explore Academy will be able to provide differentiated curricular offerings, drawing upon a talented faculty to support and develop student interests

Element D: Location of Each Charter School Facility

"The location of each charter school facility that the petitioner proposes to operate." Education Code Section 47605.6(b)(5)(D).

As a countywide benefit charter school, Explore Academy seeks to locate its campuses in locations throughout the County that will serve the target population of English learners and socioeconomically disadvantaged students as well as provide convenient access to all students from throughout the County.

In order to best serve a student population that reflects the ethnic and socioeconomic diversity of the County, and locate strategically within the County to best provide geographic access to the Charter School's various campuses^{[JAR107][sb108]}, Explore Academy is identifying prospective school facilities within the following school districts:

- Anaheim Elementary School District
- Anaheim Union High School District
- Capistrano Unified School District
- Fullerton Joint Union High School District
- La Habra City School District
- Lowell Joint School District
- Newport-Mesa Unified School District
- Santa Ana Unified School District
- Tustin Unified School District
- Orange Unified School District
- Garden Grove Unified School District

The Explore Academy founding team, including the founders and inaugural board members, have and will continue to evaluate prospective existing facilities and vacant land for the school's initial locations at each of its planned campuses, as well as its permanent location should this differ from its initial facility. The founding team has begun research and investigations into several sites around Orange County, with specific interest in ensuring that it is located in areas with the greatest access for families. The Charter School has not finalized purchase or lease of a facility until confirmation of approval by an authorizing agency. The Charter School has had several conversations with local landlords and is narrowing down the list of likely facilities. Once the charter is approved, the Charter School will be able to secure a school facility.

With the anticipation of a fall 2022 opening, the founding team anticipates either the usage of a temporary facility as a jumpstart location for the program while the school's permanent facility is being constructed, or the leasing of the school's permanent facility right away if such a facility exists. Both scenarios could allow for a fall 2022 opening. The section below describes the scenario for utilization of an existing facility and the construction of a new facility.

Existing Facility

If conditions exist where the school can occupy a facility (temporary or long-term) to open in the fall of 2022, a suitable location will require room configurations built around the school's educational programming while also allowing for rent appropriate for the school's budget. It is possible that an existing facility would be available to function as a temporary site while a portion of the same facility is renovated for permanent use. This strategy may employ splitting



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 1, 2022

TO: Nina Boyd, Deputy Superintendent

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

SUBJECT: Resolution regarding Contracts Before the Orange County Board of
Education

RECOMMENDATION:

Board action on resolution regarding Contracts Before the Orange County Board of
Education

Resolution # _____



**Contracts Before the
Orange County Board of
Education**

ORANGE COUNTY BOARD OF EDUCATION

JUNE 1, 2022

WHEREAS, the Orange County Board of Education has the statutory and fiduciary duty to oversee the fiscal accountability, sustainability and transparency of the Orange County Department of Education ("Department") as set forth below; and

WHEREAS, pursuant to that duty the Board has taken several actions to increase the fiscal transparency and accountability of the Department; and

WHEREAS, on October 7, 2020, the Board passed a Resolution on Retention of Forensic Auditor pursuant to Education Code §1042. The Resolution on Retention of Forensic Auditor pursuant to Education Code §1042 resolved:

1. Pursuant to its authority under California Education Code §1042(d), the Board seeks to employ a person with special expertise in finance, economics, accounting and forensic auditing; and
2. The Board will retain the services of Hemming Morse LLP, Forensic and Financial Consultants, for the purpose of conducting a forensic audit of the Department's budget and fiscal practices; and
3. Passage of this Resolution to constitute an "appropriation by majority vote" of the necessary funds to pay Hemming Morse from Department funds; and
4. The Board expects the full cooperation of the Department staff and the Superintendent of Schools in conducting the aforementioned forensic audit.

WHEREAS, on October 7, 2020, Orange County Superintendent of Schools, Al Mijares ("Superintendent Mijares"), objected not only to the Resolution on Retention of Forensic Auditor, but also to the audit contained therein primarily based on Superintendent Mijares' contention that the Fiscal Crisis Management Assistance Team ("FCMAT") had the capability to perform an

Assembly Bill ("AB") 139 extraordinary audit. (See Board Meeting Oct. 7, 2020 Transcription, pgs. 56-58.)

WHEREAS, on or about January 2020, Superintendent Mijares unilaterally engaged FCMAT to only conduct a Management Study Review ("Review"); and

WHEREAS, at the February 3, 2021 Board meeting, Superintendent Mijares not only acknowledged the Department staff assisted in the Review's scope, but also that there were potential negative "optics" of a "conflict of interest," because the Department would compensate FCMAT and Superintendent Mijares had previously served, and may later serve, on the FCMAT Board (See Board Meeting Feb. 3, 2021 Transcription, pgs. 25-28) for their review; and

WHEREAS, the Board played no part in defining the scope of the FCMAT Review. Accordingly, on March 30, 2021, the Board articulated concerns about the scope and responsiveness of the Review and FCMAT's neutrality; and

WHEREAS, the Board is informed and believes that FCMAT shared a preliminary document with the Department and Superintendent for their review prior to issuing a final report; and

WHEREAS, on or about June 9, 2021, FCMAT issued a Budget and Purchasing Review of the Orange County Department of Education; and

WHEREAS, the Review made the following Findings and Recommendations regarding Policies and Procedures:

1. Finding:
 - i. The Orange County Department of Education Disbursement Services-Commercial Checks Audit Process Manual (2021) is used to audit direct in County Office commercial warrants, according to staff interviews. The Unusual Payments Funded by Grants section of the manual states, "*There must be board action accepting the grant*" before the payment is processed. (*emphasis added.*) (Review, page 3, ¶4);
2. Recommendations:
 - i. Augment the current OCDE Policies and Procedures manual to include more procedures for the Administrative Services section.
 - ii. Revise the Orange County Department of Education Disbursement Services-Commercial Checks Audit Process Manual to include any differences between the audit processes for districts and the county office. Ensure the current version of the manual is posted on the OCDE website.
 - iii. Develop desk manuals of employees' duties and ensure that each employee includes step-by-step procedures for all assigned duties in the

desk manual.

- iv. Review and revise policies and procedures manuals and desk manuals periodically, but not less than once a year. During this process, ensure that the dates and all sections are correct and correspond with changes. (See Review, page 4 RECOMMENDATIONS.)

WHEREAS, the Review made the following Findings and Recommendations regarding Bidding and Contracting, including, but not limited to:

1. Findings:

- i. Interviews with personnel in other departments indicate a lack of clarity about how the bidding and contracting process flows, especially with federal purchases. Additionally, there is some confusion about the difference between procurement compliance and program compliance.
- ii. Several interviewees indicated that they are not involved in the contracting process other than they generate a contract request; however, Purchasing and Contract staff indicated these departments are responsible for federal compliance.
- iii. Purchasing and Contract staff seem to be under the impression that the requesting department ensures the desired purchase complies with all federal regulations, while the department indicated they only need to ensure funds are expended in accordance with program requirements.
- iv. The County office will benefit from developing written processes and flowcharts for bidding and contracting that detail the responsibilities of all applicable departments and/or individuals. (See Review, page 9, ¶¶1 and 2.)

2. Recommendations:

- i. **FCMAT Recommendation #3.** Revise the OCDE Policies and Procedures manual to include the use of generic language (as indicated above) for bid limits.
- ii. **FCMAT Recommendation #4.** Review the contract forms used for federally funded purchases and revise them to conform with federal requirements.
- iii. **FCMAT Recommendation #7.** To avoid the implication that delegated signature authority only applies to social services contracts, move the applicable reference in the OCDE Policies and Procedures Manual to a general section on contracts. Review the delegated positions listed in the

manual and the Authorization of Signatures document to ensure they are correct.

- iv. **FCMAT Recommendation #11.** Revise the Legal Requirements Checklist to ensure all applicable legal codes are included by type, and was revised, incorporated the checklist in the contracts training document and/or the OCDE Policies and Procedures manual.

WHEREAS, in response to the Review and long-standing opacity regarding the respective rights and responsibilities of the Board and Superintendent related to grants and contracts, the Board requested a legal opinion from Board counsel; and

WHEREAS, on October 6, 2021, Board counsel made a public presentation concerning the County Board of Education Approval of Grants. The presentation publicly identified the following statutory schemes:

1. Statutes requiring Superintendent action and requiring Board approval;¹
2. Statutes allowing Superintendent action and requiring Board approval;²
3. Statutes requiring Superintendent action and not requiring Board Approval;³ and
4. Statutes allowing Superintendent action and not requiring Board approval.⁴

The presentation also addressed Superintendent Mijares' grant approval history compared to prior Orange County Superintendents of Schools, and other California counties. (Board Meeting Oct. 6, 2021 Transcription, pgs. 73-75.)

WHEREAS, on October 6, 2021, the Board passed Board Policy 100-22 providing in relevant part: "[P]rior to Department acceptance and/or implementation of new special projects, entitlements, grants or contracts (hereinafter collectively "new obligation(s)") shall be accepted by the Board. If the Board does not accept any new obligation(s) it shall not proceed."; and

WHEREAS, on January 5, 2022, Board counsel presented a Review and Analysis of Selected Healthcare Contracts. The Review and Analysis applied the aforementioned statutory schemes to particular Departmental healthcare agreements. The presentation identified and analyzed several prior and existing healthcare agreements which arguably required Board approval (Board Meeting Jan. 5, 2022 Transcription, pgs. 28-29.);⁵ and

¹ Education Code §§1251, 1260, 1271, 1273, 1275, 1277, 1279, 1280, and 1602.

² Education Code §§1606, 1703, 1721, 1731, 1750, 1751, 1752, 1771, 1940, 1944, 2300, 8320, 8321 and 8363.

³ Education Code §1267.

⁴ Education Code §§1253, 1253.5, 1254, 1256, 1258, 1260, 1262, 1263, 1266, 1268, 1269, 1270, 1271.1, 1274, 1276, and 1278.

⁵ (1) September 1, 2020 Memorandum of Understanding ("MOU") between Orange County Superintendent of Schools a.k.a. Orange County Department of Education ("OCDE") and County of Orange Health Care Agency ("ACA"); (2) March 16, 2021 Agreement for Grant ID #170706; (3) July 1, 2020 Agreement for Provision of

WHEREAS, Education Code §1040 provides: "County boards of education shall: (a) Adopt rules and regulations not inconsistent with laws of the state, for their own government."; and

WHEREAS, Education Code §1042(a) provides: "County boards of education may do all of the following: (a) Adopt rules and regulations *governing the administration of the county superintendent of schools.*"⁶ (*emphasis added*)

WHEREAS, the Board shall continue its efforts to (1) ensure compliance with California law; (2) comply with the FCMAT Recommendations; (3) promote fiscal transparency; (4) improve communication; and (5) maintain cooperative governance.

THEREFORE, the Board hereby resolves to direct the Superintendent and Department (collectively "OCDE") as follows:

1. OCDE comply with the letter and spirit of this Resolution (#____) and BP 100-22;
2. OCDE shall immediately notify the Board Executive Committee upon receipt of a new Special Project, Entitlement, Grant, Contract, Agreement, Application (hereinafter "new obligation").
3. Within ten (10) days of receipt of the new obligation, OCDE shall provide the Executive Committee and Board counsel with the following information: (1) parties to the new obligation; (2) subject matter of the new obligation; (3) term of the new obligation; (4) the parties' respective rights, duties, and commitments under the new obligation. (hereinafter "preliminary information").
4. OCDE shall conduct a preliminary determination whether the new obligation legally requires Board approval (see footnotes 1, 2 *supra*) (hereinafter "Board Approval analysis").
5. OCDE shall provide the Executive Committee and Board Counsel with the Board Approval analysis in advance of the next regularly scheduled Board meeting, or a time mutually agreed upon by OCDE and the Executive Committee.
6. OCDE shall create a "New Obligation" subsection on Board agendas and present new obligations requiring Board approval, as agreed upon by OCDE and Board Counsel, as "Information Items". OCDE shall present the preliminary information and answer Board questions.

Educationally Related Mental Health Services between County of Orange and Orange County Department of Education ("OCDE") July 1, 2020 through June 20, 2021; and (4) July 1, 2020 Greatrex Global Learning LLC Service Agreement.

⁶ Several advisory opinions is effectively restated the statutory rule (See 104 Cal. Op. Att'y Gen. 25 (2021); 9 Cal. Op. Att'y Gen. 155 (1996); Santa Clara County Office of Education, 8 PERC ¶ 15185; Alameda County Board of Education, 7 PERC ¶ 14188; Alameda County Board of Education, 6 PERC ¶ 13070)

7. OCDE shall present new obligations requiring Board approval as "Action items" to be accepted/approved by the full Board.
8. OCDE shall codify 1-7, above and include them in the Policies & Procedures and/or Bidding and Contracting sections of the OCDE Administrative Services Manual.

Adopted by the Orange County Board of Education on June 01, 2022 Ayes:

No:

Absent:

State of California

County of Orange County Hair Restoration

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 first day of June 2022 and was passed by a vote (), of said members present

IN WITNESS THEREOF, I have hereunto set my hand and seal on this first day of June 2022

Mari Barke

President, Orange County Board of Education



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 1, 2022

TO: Nina Boyd, Deputy Superintendent

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

SUBJECT: OCDE Local Control and Accountability Plan

BACKGROUND:

Orange County Department of Education Local Control and Accountability Plan (LCAP) for the 2022-2023 school year, including a 2021-2022 update, will be presented to the Board on June 1, 2022. As required by law the LCAP included student, parent and community partner input and was posted to the Orange County Department of Education website for public review.

RECOMMENDATION:

Presentation and Public Hearing only.

Adoption on June 15, 2022.



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 1, 2022

TO: Nina Boyd, Deputy Superintendent

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

SUBJECT: College and Career Preparatory Academy Local Control Accountability Plan

BACKGROUND:

College and Career Preparatory Academy Local Control and Accountability Plan (LCAP) for 2021-2024 will be presented to the Board on June 1, 2022. As required by the law, the LCAP includes student, parent, and community partner input and was posted to the Orange County Department of Education website for public review.

RECOMMENDATION:

Presentation and Public Hearing only.

Adoption on June 15, 2022.

June 1, 2022

[X] Mailed [] Distributed at meeting



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 1, 2022

TO: Nina Boyd, Deputy Superintendent

FROM: Renee Hendrick, Associate Superintendent, Administrative Services

SUBJECT: Budget Presentation for Fiscal Year 2022-23

As required by State regulations, the attached documents include the 2022-23 OCDE budget and the Criteria and Standards. The July budget reflects preliminary estimates of income and expenditures, including projected growth needs, based on information available from the Governor's May Revise.

RECOMMENDATION:

Presentation and Public Hearing only.

RH:sh



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 1, 2022

TO: Nina Boyd, Deputy Superintendent

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

SUBJECT: California School Dashboard Local Indicators: Orange County Department of Education Schools and Programs (ACCESS County Community, ACCESS Juvenile Hall, OCCS: CHEP/PCHS, and Orange County Special Education)

BACKGROUND:

The State Board of Education (SBE) approved standards for the local indicators that support LEAs in measuring and reporting their progress within the appropriate priority area. For each local indicator, the performance standards are as follows:

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

An LEA uses the SBE-adopted self-reflection tools to report its progress through the Dashboard. The collection and reflection on locally available information relevant to progress regarding local priority areas will support LEAs in completing the self-reflection tools, reporting in the Dashboard, and in local planning and improvement efforts.

Provided an LEA satisfies the performance standards for each local indicator, the Dashboard will automatically assign a performance level of Met. If an LEA does not meet the performance standards, the Dashboard will automatically assign a performance level of Not Met or Not Met for Two or More Years, as applicable.

Local indicators for County Offices of Education include the following LCAP state priorities:

- Priority 1 – Basic Services that include appropriately assigned teachers, student access to standards-aligned curriculum, and safe, clean and functional school facilities.
- Priority 2 – Implementation of State Academic Standards
- Priority 3 – Family Engagement

- Priority 6 – School Climate
- Priority 7 – Access to a Broad Course of Study
- Priority 9 – Coordination of Services for Expelled Students
- Priority 10 – Coordination of Services for Foster Youth

Priorities 4, “Pupil Achievement,” 5, “Pupil Engagement,” and 8, “Pupil Outcomes” are directly populated on the LEA Dashboard by the CDE, based upon available data in CALPADS.

RECOMMENDATION:

Presentation and Public Hearing only.

Adoption on June 15, 2022.

Local Performance Indicator Self-Reflection

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

Introduction

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

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

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

Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	Beginning in the 2021-2022 school year, CDE will be reporting this data on behalf of all schools and LEAs. The report is yet to be released, however, internal data reflect that 0 OCDE teachers of English Learners are misassigned. We will update, as needed, upon CDE's release of their findings. (TBD).	Beginning in the 2021-2022 school year, CDE will be reporting this data on behalf of all schools and LEAs. The report is yet to be released, however, our internal data reflect that 0% of OCDE teachers of English Learners are misassigned. We will update, as needed, upon CDE's release of their findings. (TBD).
Total Teacher Misassignments	Beginning in the 2021-2022 school year, CDE will be reporting this data on behalf of all schools and LEAs. The report is yet to be released, however, our internal data reflect that 0 OCDE teachers are missassigned. We will update, as needed, upon CDE's release of their findings. (TBD).	Beginning in the 2021-2022 school year, CDE will be reporting this data on behalf of all schools and LEAs. The report is yet to be released, however, our internal data reflect that 0% of OCDE teachers are missassigned. We will update, as needed, upon CDE's release of their findings. (TBD).

Teachers	Number	Percent
Vacant Teacher Positions	Beginning in the 2021-2022 school year, CDE will be reporting this data on behalf of all schools and LEAs. The report is yet to be released, however, our internal data reflect that OCDE has 0 vacant teacher positions. We will update, as needed, when CDE releases its findings. (TBD)	Beginning in the 2021-2022 school year, CDE will be reporting this data on behalf of all schools and LEAs. The report is yet to be released, however, our internal data reflect that 0% of OCDE's teacher positions are vacant. We will update, as needed, when CDE releases its findings. (TBD)

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0%

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest) -

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

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

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

Rating Scale (lowest to highest) -

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

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

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

Rating Scale (lowest to highest) -

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards			3		
Physical Education Model Content Standards				4	
Visual and Performing Arts			3		
World Language				4	

Support for Teachers and Administrators

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

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

Building Relationships	1	2	3	4	5
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.				4	

Building Relationships	1	2	3	4	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

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

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

Building authentic, trusting relationships has been identified as the most effective strategy for increasing engagement among underserved families by Harvard researcher Dr. Karen Mapp. Feedback from recent LCAP surveys and parent advisory groups identified the school's Family Engagement Team as a strength for the LEA. Serving as a bridge between schools and families, the Family Community Liaisons and Community Resource Specialists focus on building authentic relationships to sustain engagement. This team provides information, resources, and referrals to help families support their child's education, and coordinates services with teachers, counselors, nurses, and other support staff to meet the needs of families.

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

Following the best practices outlined in Mapp's Dual-Capacity Framework, the LEA will focus on training teams of families and staff to create welcoming environments where families know their cultural and linguistic knowledge is a valuable asset in the school community. Teams of parents and school staff participate in state and local conferences, regional collaborative meetings, and a variety of workshops to learn techniques and strategies that are effective for building relationships with families from diverse cultural, linguistic, and economic backgrounds. Input from parent focus groups validates these types of professional learning opportunities to support relationship building.

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

Input from parents and data from recent LCAP surveys illuminate the need for more Spanish language support for families. To meet this need, the LEA will hire two additional Family Community Liaisons to provide information, resources, and language support during school meetings and events. Average attendance at parent workshops has doubled this year, demonstrating a need for additional classes. The LEA will increase the number of workshop sessions offered in Spanish by contracting with two different providers to offer both in-person and virtual workshops. These classes will empower underrepresented parents with knowledge of adolescent development, tools to strengthen communication with their children, and strategies to encourage motivation.

Section 2: Building Partnerships for Student Outcomes

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

Rating Scale (lowest to highest) -

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

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

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

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

The Orange County Department of Education's collaborative, wrap-around approach to student academic planning is highly valued by our educational partners. On the 2022 LCAP parent survey, 87 percent of respondents said that the school was preparing their child academically, and 85 percent said they had met with their child's teacher to discuss academic progress. The LEA's partnership model includes School Counselors, Clinicians, Transition Specialists, and community partners, who work together with families to assess student needs and develop individually tailored plans to support college and career goals, as well as social-emotional needs. These meetings are scheduled during the school day as well as before or after school, and may be in-person or virtual, in order to meet the needs of families. Interpretation is provided in the parent's home language when needed.

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

In focus groups, parents express the need for more information on how they can support their child's academic progress at home. To address this need, the LEA offers on-going workshops on adolescent development, family communication, and student motivation. During school events, staff share techniques and materials that parents can use to help their children with goal setting, study skills, and time management. According to researcher Joyce Epstein's typology, these types of "Learning at Home" activities have the greatest impact on student academic achievement. The LEA also maintains a website with curriculum information, learning resources, and tutorials.

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

Feedback from educational partners during focus groups indicate that home visits are effective for engaging underserved families, especially when students are experiencing truancy issues. The LEA will improve engagement of underserved families by training additional teams of school staff on best practices for conducting home visits.

Section 3: Seeking Input for Decision-Making

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

Rating Scale (lowest to highest) -

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

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

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

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

The District English Learner Advisory Committee (DELAC) is the LEA's greatest strength in seeking input for decision-making. The LEA met its LCAP goal for participation and regional representation in monthly meetings, increasing attendance from an average of 10 parents during the 2020-2021 school year to 15 parents during the 2021-2022 school year. Parents from all regions of Orange County are now represented. The meetings are planned and conducted by parent leaders serving on the DELAC Board using the Title III Federal Program Monitoring Tool and input from families.

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

During focus groups, both parents and school staff indicated a need for training to support joint participation in school decision-making. To address this feedback, the LEA will provide leadership training to build the dual capacity of parents and school staff to work together as full partners in the continuous school improvement process. Training will be provided in a variety of formats, including in-person and virtual workshops and conferences, during times that are convenient for families. Topics will include organization of schools and districts, purpose and structure of advisory groups, rights of parents to be involved in decision-making, laws that pertain to public meetings, and decision-making

protocols. Other topics may include principles of cultural proficiency and small group facilitation skills. All trainings will be provided in the language requested by parents, or interpretation will be provided.

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

Parents who regularly participate in decision-making groups such as DELAC share that receiving a personal phone call in their home language is the most effective way to engage underserved families in the school decision-making process. By training parent leaders to conduct outreach to other parents, the LEA strives to build trusting, genuine relationships with families. According to research by Karen Mapp, similar programs have been effective in sustaining engagement among underserved families.

School Climate (LCFF Priority 6)

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

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

OCDE administered the 2021-2022 Student Climate Survey to our ACCESS Community, ACCESS Juvenile Hall, and Orange County Special Education students to solicit valuable feedback as we evaluate our programs and services in support of continuous improvement necessary for ensuring every student has the opportunity to develop and achieve both personally and academically. Research has shown that students who feel safe and connected to their school, staff, and academic program are more likely to progress in ways that positively impact their progress both in and out of school, leading to a smooth college and career transition upon their graduation.

While measuring school climate has always been of high importance, the unusual circumstances of the past two years caused by the pandemic have made this more critical, as we consider the impact of learning loss, our students' emotional state during this stressful time, and the best ways to mitigate these challenges by providing a strong academic program and collaborative partnership with the students and their families, and offering appropriate wrap-around supports where needed.

Survey results are communicated to school administrators and used to evaluate student support services at the school sites, as well as to add or modify actions and services in the LCAP. This analysis resulted in ongoing funding for increased academic supports, school-based mental health services for both general and special education students, as well as increased Social-Emotional Learning professional development opportunities for our staff. Our School Accountability Report Cards and the measures in our LCAP provide data and metrics related to student academic achievement, suspension, attendance, dropouts, and graduation rates. Our LEA has developed a comprehensive policy for consistently addressing student behavior across the program within the Multi-Tiered Systems of Support (MTSS) framework. To support fidelity in MTSS implementation, the LEA collects and analyzes both state and local data on an ongoing basis.

The ACCESS Community School's 2021-2022 Student Climate Survey reflected 81% of the students "Agreed" or "Strongly Agreed" that the school staff connects with students regarding their goals, plans, and interests, and 84% "Agreed" or "Strongly Agreed" that learning opportunities were both meaningful and engaging. In our Orange County Special Education division, 94% of respondents indicated that they "Agreed" or "Strongly Agreed" that the school provides materials and learning tools that meet their educational needs, and 94% also "Agreed" or "Strongly Agreed" that learning opportunities provided by their schools and teachers are meaningful and engaging. These measures and responses reflect a school culture that is responsive to students' academic needs and their level of engagement, as well as the students' sense of connection to our schools and staff.

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

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

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1. Student transcripts, which are requested at enrollment for all students are reviewed by the teacher to ensure the appropriate courses are assigned to the student. Additionally, an Individualized Learning Plan (ILP) is completed by the student and teacher to gather input from the student regarding learning goals, interests, and transition plans. School Counselors, Transition Specialists, and Paraeducators are also available to support student access to a broad course of study, in alignment with their goals and academic needs.
2. All students have access to the core curriculum and electives required for graduation. Career Technical Education (CTE) classes are offered through a variety of approaches, such as online classes, hands-on learning experiences, certification courses and work-based learning programs. For the 2021- 2022 school year, one CTE pathway was established: Building and Construction pathway at the Orange County Juvenile Hall. In addition, Exploring CTE Labs through Paxton Patterson were implemented at three community school sites and one court school. Exploring CTE Labs provide students with the opportunity to participate in formalized career exploration by engaging them in hands-on activities and authentic real-world problem-solving activities. All CTE courses offered are assigned to CTE credentialed teachers. In addition, students have the opportunity to earn four industry certificates through CTE elective courses. Industry certificates offered: ServSafe, iCEV Express Employment Professionals Career Preparedness Certification, iCEV Southwest Airlines Professional Communications Certification, and iCEV Center for Financial Responsibility Personal Financial Literacy Certificate. Students also have the opportunity to participate in work-based learning experiences through a paid 8-week internship at OCDE and mentorship programs with the Orange County Department of Education. A new model for the internship program will be implemented to include academic credits linked to the curriculum through a CTE standards-aligned professional internship course serving multiple programs. Furthermore, all students in ACCESS can take online CTE courses in various in-demand industry sectors through eDynamics or Edgenuity. Finally, students have the opportunity to participate in a cybersecurity training program called CyberForward which includes learning about key cybersecurity topics and engaging in real-world learning projects. The LEA is currently in the process of expanding high-quality CTE programming for all sites

that would be accessible to all students within the next 2 years. OCDE's Special Education Services Division has also developed a successful Agriculture and Natural Resources pathway designed to meet the needs of students with disabilities.

3. All students have access to a broad course of study. The high number of school sites has been identified as a potential barrier in the frequency of support services that can be accessed by students. Our LEA serves students throughout Orange County, which encompasses 948 square miles and supports 28 districts. To address this, a restructuring plan is in the process to relocate and, in many cases, consolidating school sites in order to maximize resources and ensure equitable access to all courses of study to all students.

4. The LEA is continuing to explore innovative ideas to ensure access to a broad course of study in alignment with the LEA's mission of college and career readiness for all students. This includes continued growth in the use of technology to overcome any geographical or transportation barriers that may exist and providing students with alternative methods for accessing courses and demonstrating their learning. We are committed to providing staff with evidence-based professional development to enhance and extend instructional practices that support and engage all learners. These professional growth opportunities align with the principles of MTSS that are foundational in our program, including targeted support for our English Language learners and individualized remediation and intervention for students who require additional supports in order to achieve academic success. Additionally, we recognize the critical correlation between family engagement and student achievement therefore our LEA provides opportunities for families to actively invest and partner with us in their students' academic goal setting and plans in a variety of ways, including parent committees, DELAC, and ELAC meetings, and family nights hosted by our area staff and principals.

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

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

Rating Scale (lowest to highest) -

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					5
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.				4	
c. Identifying alternative placements for pupils who are expelled and placed in district community day school					5

Coordinating Instruction	1	2	3	4	5
programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					5
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.				4	

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

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

Rating Scale (lowest to highest) -

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					5

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.				4	
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.				4	
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					5

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.				4	



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 1, 2022
TO: Nina Boyd, Deputy Superintendent
FROM: Christine Olmstead, Ed.D., Interim Chief Academic Officer
SUBJECT: California School Dashboard Local Indicators: College and Career Preparatory Academy

BACKGROUND:

The State Board of Education (SBE) approved standards for the local indicators that support LEAs in measuring and reporting their progress within the appropriate priority area. For each local indicator, the performance standards are as follows:

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

An LEA uses the SBE-adopted self-reflection tools to report its progress through the Dashboard. The collection and reflection on locally available information relevant to progress regarding local priority areas will support LEAs in completing the self-reflection tools, reporting in the Dashboard, and in local planning and improvement efforts.

Provided an LEA satisfies the performance standards for each local indicator, the Dashboard will automatically assign a performance level of Met. If an LEA does not meet the performance standards, the Dashboard will automatically assign a performance level of Not Met or Not Met for Two or More Years, as applicable.

Local indicators for County Offices of Education include the following LCAP state priorities:

- Priority 1 – Basic Services that include appropriately assigned teachers, student access to standards-aligned curriculum, and safe, clean and functional school facilities.
- Priority 2 – Implementation of State Academic Standards
- Priority 3 – Family Engagement
- Priority 6 – School Climate
- Priority 7 – Access to a Broad Course of Study

Priorities 4, “Pupil Achievement,” 5, “Pupil Engagement,” and 8, “Pupil Outcomes” are directly populated on the LEA Dashboard by the CDE, based upon available data in CALPADS.

RECOMMENDATION:

Presentation and Public Hearing only.

Adoption on June 15, 2022.

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
College and Career Preparatory Academy	Dave Connor, Principal	DConnor@ocde.us ; (714) 796-8795

Introduction

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

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

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

Met/Not Met: Met

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0%
Total Teacher Misassignments	0	0%
Vacant Teacher Positions	0	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0%

Implementation of State Academic Standards (LCFF Priority 2)

Met/Not Met: Met

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

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

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

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

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

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest) -

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

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

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

Rating Scale (lowest to highest) -

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

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

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

Rating Scale (lowest to highest) -

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

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

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards				4	
Physical Education Model Content Standards				4	
Visual and Performing Arts				4	
World Language				4	

Support for Teachers and Administrators

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

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

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

We used the California Standards Implementation Reflection Tool as our basis for measurement in determining if we have met our criteria.

Parent and Family Engagement (LCFF Priority 3)

Met/Not Met: Met

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

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

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

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

Building Relationships

Rating Scale (lowest to highest) -

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

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

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

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

To support the needs of students in breaking down barriers that are hindering their academic achievement, a Community Resource Specialist has been hired. The Community Resource Specialist has created and accessed regional networks of resources throughout Orange County for students to access to meet their basic needs, support students in connecting with community resources, and to follow up with students. Through referrals from teachers and staff, the Community Resource Specialist connects 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 monitors 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. Currently, 22% of all CCPA students have requested and receive individualized resources and support, and within this group, have collectively increased their overall ADA by 21%. Additionally, 100% of CCPA students are given information and resources on a weekly basis.

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

To improve the engagement of underrepresented families, the school will align family engagement activities with culturally proficient practices and increase outreach efforts to underserved populations. A major concern expressed by our educational partners is the social-emotional well-being of our students during this time. As such, CCPA will focus on providing resources, strategies, and interventions to support engagement in learning and provide social-emotional consultation through Multi-Tiered System of Supports (MTSS) to support student achievement. To support the needs of students, funding will continue to be allocated for a Community Resource Specialist. Follow-up surveys and responses will be collected throughout the school year to gather student feedback regarding connectedness to school, coping with stress, and questions to determine basic student needs.

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

CCPA has strived to create an inviting space for student learning at their school sites and has developed resource centers at each site for family and student use. The Community Resource Specialist has also identified regional networks of resources throughout Orange County for students to access to meet their basic needs, support the students in connecting them with community resources and monitoring their participation for each school site. CCPA teaching staff members have between 18-25 years of experience working with at-risk students. This vast source of knowledge is the strongest attribute of the program. To build capacity for authentic relationships with families from diverse backgrounds, staff have been trained in best practices for creating a welcoming and inclusive school environment. CCPA has increased opportunities for parent/family participation throughout the school year. Parents/families have the option to attend School Advisory Committee meetings, DELAC/ELAC meetings, open houses, financial aid workshops, and College and Career Week and in collaboration with the Orange County Youth Center, they are providing services on site at three CCPA school locations.

Building Partnerships for Student Outcomes

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

Rating Scale (lowest to highest) -

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

Practices	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

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

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

To build effective partnerships for learning, CCPA provides regular opportunities for students/families to meet with teachers to discuss students' academic progress and ways that parents can support their children's academic success at home. In addition, the School Counselor and the Project Liaison meet with students one-on-one to assure that students are on track to graduate and also provide support to students and families when choosing a career pathway and planning for college. CCPA creates an Individualized Career Education Service Plan (IECSP) that identifies student needs and sets goals to support student success. As a focus for improvement, CCPA will provide staff development to train teachers in best

practices for working effectively with underrepresented families. The school Principal participates as a board member for both the Orange County Conservation Corps and California Job ChalleNge program to further build bridges between these programs to ultimately lead to continued successful outcomes for CCPA students. Because of CCPA's participation with educational partners, the number of school events has increased and overall have had more students attending events for the year. These events are held to continue to prepare students for college, career and life, while also breaking down barriers to support student achievement. Working with educational partners and federally-funded workforce partners continues to meet the needs of the young adult student population while strengthening the relationship amongst partners. A strength of the program has been the partnerships that have developed in a collaborative effort with the California National Guard, Orange County Youth Center's Ready S.E.T. Go program and Long Beach City College, continue to provide educational services for young adults who are participating in the California Job ChalleNge program. Students within this program are dual enrolled in classes at Long Beach City College and CCPA. With enhancements to online classes through the LMS platform, Edgenuity, CCPA has been able to provide positive outcomes and educational supports to meet the needs of these students. Upon successful completion of both programs, students earn their high school diploma and a certificate from Long Beach City College. In the past year, we have had a 97% graduation rate, with 100% of those students earning a CTE certification in either cyber networking, automotive, construction, or welding.

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

CCPA would like to see an increase in student participation in courses and classes to increase their college and career readiness. To increase student participation within school and their federally-funded workforce partner, a course is being created that will include attending and participating in workshops provided by the partners and incorporating them into lessons with the teacher. To support student interaction with the federally-funded workforce partners, CCPA plans to implement an online based course that covers basic job readiness skills to support certificate completion awards from their community partners. Additionally, CCPA will continue to focus efforts in helping students utilize resources with our educational partners, federally-funded workforce partners, and community resource specialist to help eliminate barriers that prevent them from completing their school work. Providing students the resources to meet their needs for their social-emotional well-being will help to further enhance academic student achievements.

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

Historically, 100% of CCPA students are at-risk 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 attain 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 Edgenuity 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.

To support the needs of students in breaking down barriers that are hindering their academic achievement, a Community Resource Specialist has been hired. The Community Resource Specialist has created and accessed regional networks of resources throughout Orange County for students to access to meet their basic needs, support students in connecting with community resources and following up with students. Through referrals from teachers and staff, the Community Resource Specialist connected 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 has monitored 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. Currently, 22% of all CCPA students have requested and received individualized resources and support, and within this group, have collectively increased their overall ADA by 21%.

In addition, CCPA's marketing plan will aim to present local families information about CCPA to improve awareness of the program to all underrepresented families. Marketing initiatives includes a direct mailer to qualified households throughout Orange County, a re-designed website for easier use and information, and email campaigns to potential students and families in the areas.

Section 3: Seeking Input for Decision-Making

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

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

Practices	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

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

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

CCPA values and seeks out the input of students/parents on the school's continuous improvement efforts, and encourages families to participate in advisory committees such as the ELAC/DELAC meetings, School Advisory Committee meetings and LCAP surveys. The accessibility of these meetings is a strength for CCPA. To facilitate participation by underrepresented families, advisory group meetings are held at times and locations preferred by students/parents, meetings are live-streamed and call-ins are available, interpretation is provided, transportation is available, and children's activities are offered. CCPA will continue to strive to improve by using the LCAP educational partner surveys to identify the needs of the students to increase participation at these events.

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

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 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.

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

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 OCBF 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. Overall, CCPA will continue to host meetings and reach out to all students to seek input by the following:

- 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, educational partners and parents.
- Email and text survey to parents in English and Spanish.
- Phone surveys conducted in English and Spanish for Parents.
- Daily meetings with staff that discuss the Local Control and Accountability Plan.
- Surveys/phone calls/meetings with educational partners from school administration, Project Liaison, SRTs, and Counselor on a weekly basis.

School Climate (LCFF Priority 6)

Met/Not Met: Met

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

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

As the College and Career Preparatory Academy services students ages 16-25, and 95% of the students are 18-25, the California Healthy Kids Survey is not administered to our students. However, CCPA administers a student survey for input in establishing and meeting priorities within the LCAP. These results are communicated to school administrators and this data is used to evaluate student support services at the school sites. This analysis has resulted in increased student services, technology availability, and expansion of collaboration with community partners which allows students more pathways to careers.

The survey resulted in these key findings:

- Eighty-six percent of CCPA students surveyed felt the school was preparing them for college and/or career pathways.
- One hundred percent of CCPA students surveyed felt that their school provides them with textbooks and learning materials to meet their needs.
- Ninety-nine percent of CCPA students surveyed felt that the school staff works with them to help them do their best.
- Ninety-four percent of CCPA students feel that at least one adult at CCPA cares about them.

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

Met/Not Met: Met

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

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1. Student transcripts are requested at enrollment for all students. Upon enrollment, students are assessed utilizing the i-Ready online diagnostic in the areas of math and reading and are also given a career assessment. The school counselor and teacher review the transcript to ensure the proper classes are assigned to the student. An Individualized Education Career Service Plan (IECSP) is completed by the student, School Counselor, and teacher to gather input from the student regarding learning goals, interests, and transition plans. A school counselor is available to support student access to a broad course of study. In addition, each student is enrolled with a federally funded workforce provider that offers job readiness skills and career pathway opportunities.
2. All students have access to the core curriculum and electives that are required for high school graduation. There have been new curriculum adoptions for both science and math. With the Discovery Science courses, a blended learning model was implemented to include textbooks and Canvas course. CCPA has adopted the new Savvas Realized and Pearson enVision Algebra books. For online classes, CCPA has seen success in the new LMS system, Edgenuity, that provides students with standards-based A-G curriculum that meets the needs of CCPA students in an asynchronous learning environment. This LMS platform allows students to enroll in online courses giving them additional hours of learning time and provides automatic feedback on their progress and mastery of the content. According to the Edgenuity first semester report, 41% of students were assigned classes online, 329 classes were taken, 90% of students stayed on pace, there was an 80% completion rate, and an overall 81% grade point average. Because of the successful outcomes from this first semester, CCPA will continue to promote the online courses in favor of student achievement. Students also have the ability to concurrently enroll at local community colleges, exploring career pathways identified in their IECSP. CCPA students also have the opportunity to take advantage of Career Education courses offered within the OCDE's Alternative Education program at various sites, and online courses to support their career interests based upon a career inventory assessment result. Additionally, students can participate in workshops, apprenticeships and internships offered by the federally funded workforce providers.

3. The primary barriers for CCPA students in taking advantage of the various broad course of studies offered to them are every-day life issues that affect young adults. These issues include transportation, daycare, work schedules, and family responsibilities. To support the needs of students in breaking down barriers that are hindering their academic achievement, CCPA offers a very flexible schedule, bus passes, and has recently hired a Community Resource Specialist. The Community Resource Specialist has created and accessed regional networks of resources throughout Orange County for students to access to meet their basic needs, support students in connecting with community resources, and following up with students. Through referrals from teachers and staff, the Community Resource Specialist connects 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. Technology and access to textbooks was identified as a barrier for students during the COVID pandemic that could have prevented students from accessing their course work, but since then, 100% of students are offered and receive a Chromebook and, as requested, a hotspot as well.
4. CCPA has continued to collaborate with workforce development partners such as the Orange County Conservation Corps (OCCC), giving its students a location in the city of Fullerton on the OCCC's campus. It continues to support Taller San Jose/Hope Builders in providing an educational component aligned with their Career Education programs in their Santa Ana and Anaheim locations. The Orange County Youth Center is another partner we continue to work with for students located through all other parts of Orange County along with a case manager on site at CCPA locations. CCPA will continue to seek out additional partnerships with workforce development partners in Anaheim and Santa Ana to give additional options for students. CCPA works very closely with all the federally funded workforce partners to ensure student success. Additionally, CCPA has given all students who enroll a Chromebook to ensure they have access to all courses and books online and if needed, a hotspot to use for internet connectivity. Along with these resources, school supplies and PPE were given to each student, ensuring all students had access to a broad course of study while returning to classes in person.

June 1, 2022

[X] Mailed [] Distributed at meeting

ORANGE COUNTY BOARD OF

BOARD AGENDA ITEM



DATE: June 1, 2022
TO: Nina Boyd, Deputy Superintendent
FROM: Christine Olmstead, Interim Chief Academic Officer, OCDE
SUBJECT: Universal Prekindergarten (UPK) Support Plan

The State legislation recently passed the California Prekindergarten Planning and Implementation Grant initiative, which became statute in 2021-22. One of the main objectives of the initiative is to offer Universal Prekindergarten (UPK), and provide more early learning and care program options to families the year before kindergarten. Under UPK, school districts and charter schools are required to expand access to transitional kindergarten (TK) for younger children.

The State views UPK as an array of early and care program opportunities for four-year-olds that encompass programs like the CA State Preschool Program, Head Start, TK, subsidized and private pay early learning and care.

Local educational agencies (LEAs), including County Offices of Education, will receive one-time funding allocations to assist with the related costs for UPK planning and implementation.

The initiative further outlines a phase-in implementation model, starting in 2022-23, with the following requirements for LEAs.

1. Districts and Charter Schools create a UPK Plan and share with their governing board by June 30, 2022.
2. Expanded age eligibility phase-in for TK enrollment begins in 2022-23 with fifth birthday between September 2 - February 2. Currently, the age eligibility for TK is fifth birthday between September 2 - December 2. The age eligibility period expands every year thereafter until the final year of implementation, 2025-26.
3. Offer options for full-day TK services to families through partnerships with expanded learning programs and community-based child care agencies.
4. There are certain requirements for TK teacher qualifications, teacher-student ratios, and class size.

The initiative also outlines certain expectations for County Offices of Education as listed below.

1. Provide support to LEAs with UPK planning and implementation along with professional learning and technical assistance offerings.
2. Create a UPK Support Plan and share with their governing board by June 30, 2022.

Both LEAs and County Offices of Education are to complete an online data survey issued by CDE in relation to their plans by the end of July 2022.

RECOMMENDATION:


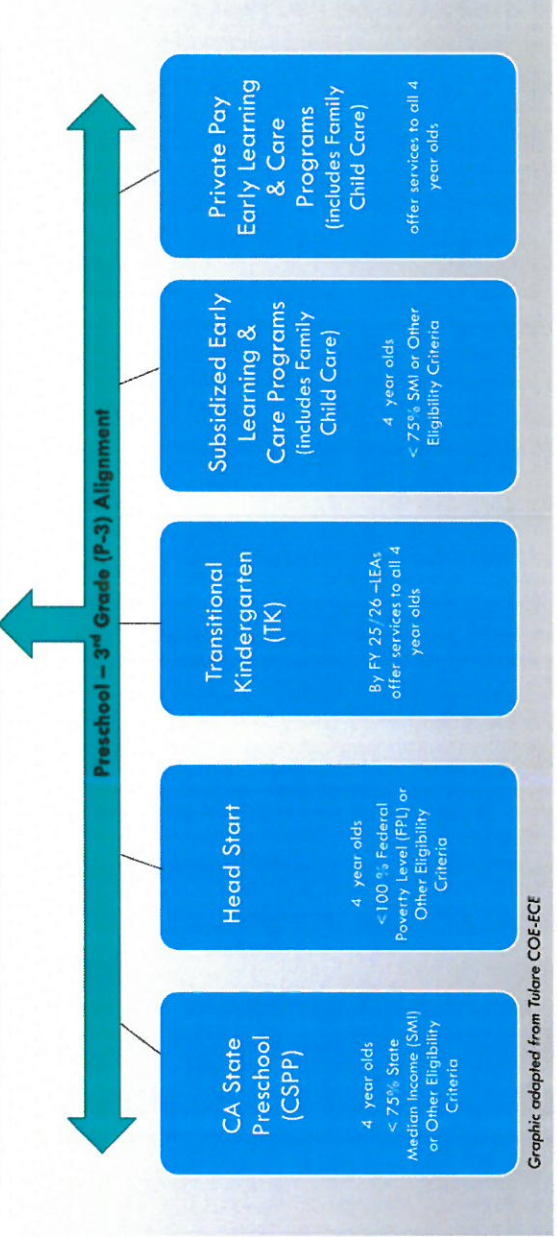
Presentation only.



Orange County Department of Education Universal Prekindergarten Support Plan

May 2022

Universal Prekindergarten (UPK) Support Plan	
Background	
Universal Prekindergarten (UPK) State Initiative	<ul style="list-style-type: none">• The CA Prekindergarten (UPK) Planning and Implementation Grant Program is a state initiative adopted by legislation and included in the State budget for 2021-22• UPK aims to increase the number of early learning options for families to choose the year before kindergarten• UPK initiative expands the age eligibility for transitional kindergarten (TK)

	<div data-bbox="251 346 316 661">  <p>Orange County Department of Education Educational Services Division Early Learning Services</p> </div> <div data-bbox="316 388 397 1522"> <p>UNIVERSAL PRE-KINDERGARTEN (UPK) SERVICES FOR ALL 4-YEAR-OLDS - "THE YEAR PRIOR TO ENTRANCE INTO KINDERGARTEN"</p> </div> <div data-bbox="397 346 950 1575">  <p>Preschool - 3rd Grade (P-3) Alignment</p> <ul style="list-style-type: none"> CA State Preschool (CSPP) 4 year olds < 75% State Median Income (SMI) or Other Eligibility Criteria Head Start 4 year olds < 100 % Federal Poverty Level (FPL) or Other Eligibility Criteria Transitional Kindergarten (TK) By FY 25 / 26 -LEAs offer services to all 4 year olds Subsidized Early Learning & Care Programs (includes Family Child Care) 4 year olds < 75% SMI or Other Eligibility Criteria Private Pay Early Learning & Care Programs (includes Family Child Care) offer services to all 4 year olds <p><small>Graphic adapted from Tulare COE-ECE</small></p> </div>
<p>UPK Phase-In Implementation</p>	<ul style="list-style-type: none"> • Under UPK, school districts and charter schools are required to serve younger four-year-olds in transitional kindergarten (TK) over a four-year implementation period • Each LEA and COE will receive an allocation based on kindergarten/TK enrollment to be used for UPK planning and implementation

	2021-22	2022-23	2023-2024	2024-25	2025-26
	Student Phase-In (EC 48000)	None	5th birthday by Feb 2*	5th birthday by June 2*	4th birthday by Sept 1*
	Teacher to Student Ratio	1:12	1:10 (contingent on funding)	1:10 (contingent on funding)	1:10 (contingent on funding)
	Class Size	Average class size of 24 across the school site	Average class size of 24 across the school site	Average class size of 24 across the school site	Average class size of 24 across the school site
	Credentialing Requirements	Additional TK teacher requirements by August 2023			
*LEAs may choose to implement early admittance TK programs in which children may enroll if their 5th birthday is before June 30th of the given year. There are funding restrictions with the early admittance TK option.					
UPK Requirements for Local Educational Agencies (LEAs)	<ul style="list-style-type: none"> • UPK applies to LEAs that include school districts and charter schools • Create UPK Plan and share with governing board by June 30, 2022 • UPK Plan address the following focus areas: <ul style="list-style-type: none"> ○ Vision and coherence ○ Community engagement and partnerships ○ Workforce recruitment and professional learning ○ Curriculum, instruction, and assessment ○ LEA facilities, services and operations • Offer TK full-day services options to families through partnerships with expanded learning programs and community-based agencies 				

UPK Requirements for County Offices of Education (COEs)	<ul style="list-style-type: none"> • Support LEAs with UPK planning and implementation • Develop UPK Support Plan and share with governing board by June 30, 2022 • Provide on-going professional learning and technical assistance to school districts and charter schools in the planning and implementation of UPK
Leadership Support	
Needs Assessments and Enrollment Projections	<ul style="list-style-type: none"> • Reference LEA enrollment projections from CDE • Resources on county birth rates and population counts via presentations and padlet • Information on locating local child care agencies through the CA Child Care Resource and Referral (R&R) Network and CDSS Licensing website • First 5 OC reports - Conditions of Children Report and Early Development Index data • Collaboration with Head Start OC and OC Child Care Development and Planning Council to share information • Developed District Landscape Analysis planning template
Outreach to School Districts and Charter Schools	<ul style="list-style-type: none"> • Review and feedback for LEA UPK Plans • Leadership Workgroup meetings - monthly (Sept-May) • UPK Overview for Charter Schools • UPK Plan Overview at monthly State and Federal Program Director meetings • UPK updates at monthly Assistant Superintendents' meetings • UPK Support newsletter - monthly • Bi-weekly virtual drop-in sessions for UPK technical assistance • Resources padlet and infographics

Integration of UPK in LEA Vision and Organizational Structure	<ul style="list-style-type: none"> • Visibility of Early Learning toolkit from Center for District Innovation and Leadership in Early Education (DIALEE) • Information on alignment with Local Control and Accountability Plan (LCAP) • Resources on Preschool-Third Grade continuum • Information on additional funding sources to support UPK planning • Review and feedback for LEA UPK Plans
Community Engagement and Partnerships Support	
Partnerships	<ul style="list-style-type: none"> • UPK updates at OC Child Care Development and Planning Council meetings • UPK overview webinar to early learning and care providers in partnership with OC Child Care Development and Planning Council, First 5 OC and Quality Start OC • Information on different strategies for LEA and community agencies partnerships
TK Full-day Options	<ul style="list-style-type: none"> • Partnership with OCDE Expanded Learning to provide technical assistance to LEAs • Information on establishing partnerships with expanded learning and community-based child care agencies • Leadership Workgroup meetings - monthly (Sept-May) • Review and feedback for LEA UPK Plans
Workforce Development Support	
Teacher Pipeline for TK	<ul style="list-style-type: none"> • Resources on Early Childhood Education and Child Development courses offered at OC colleges/universities • Information sessions for prospective TK teachers • Share credentialing updates from the Commission on Teacher Credentialing (CTC)

	<ul style="list-style-type: none"> • Collect and analyze LEA data on TK teacher staffing needs and projections • Partnership with OC Institutions of Higher Education (IHE) Consortium • Partnership with OCDE Credentialing Services • Applying for the Early Education Teacher Development Grant that will include TK teaching credential pathway
Teacher Pipeline for Preschool	<ul style="list-style-type: none"> • Resources on Early Childhood Education and Child Development courses and degrees offered at local colleges/universities • Information sessions for prospective preschool teachers • Share teacher permit updates from the Commission on Teacher Credentialing (CTC) • Collect and analyze LEA data on preschool teacher staffing needs and projections • Share resources for diverse and multilingual teacher recruitment • Partnership with OC Institutions of Higher Education (IHE) Consortium • Partnership with Quality Counts CA Workforce Pathways Grant to support preschool teachers in earning BA degrees and permits • Applying for the Early Education Teacher Development Grant that will include child development permit pathway
Professional Learning and Instructional Support	
Professional learning for teachers	<ul style="list-style-type: none"> • Reference Transitional Kindergarten Implementation Guide and videos • Trainings on relevant topics including; <ul style="list-style-type: none"> ◦ Developmentally appropriate practices for TK ◦ Preschool Learning Foundations and Curriculum Frameworks ◦ Teaching four-year-olds

	<ul style="list-style-type: none"> ○ Strategies to foster social-emotional development ● Communities of Practice offerings ● Partnerships with Quality Start OC and CA Preschool Instructional Network (CPIN) offerings
Professional learning for administrators	<ul style="list-style-type: none"> ● Leadership Workgroup meetings - monthly ● Principals' TK Institute offerings ● Reference Transitional Kindergarten Implementation Guide and videos as resources ● Reference NAESP Principal's Guide to Early Learning and Early Grades (PreK-3rd Grade) Guide ● Trainings on relevant topics including; <ul style="list-style-type: none"> ○ Developmentally appropriate practices for TK ○ Preschool Learning Foundations and Curriculum Frameworks ○ Teaching four-year-olds ○ Strategies to foster social-emotional development ○ Positive school culture for preschool and TK students ● Communities of Practice offerings ● Partnerships with Quality Start OC and CA Preschool Instructional Network (CPIN) offerings
Multilingual Learning	<ul style="list-style-type: none"> ● Reference Multilingual Learning Toolkit developed by AIR and Early Edge CA ● Partnership with Emerging Bilingual Collaborative and Comprehensive Literacy State Development grants ● Partnership with OCDE Preschool GLAD offerings ● Language Learning Project trainings ● CA Preschool Instructional Network (CPIN) trainings ● Share resources on implementation of Dual Language Immersion Programs

Serving Children with Disabilities	<ul style="list-style-type: none"> • CA Preschool Instructional Network Inclusion Works trainings • Showcase inclusive practices from districts who have Inclusive Early Education Expansion Program grants • Trainings on Universal Design for Learning in early learning settings • Share resources on inclusive practices via padlets, presentations and communications • Review and feedback of LEA UPK Plans
Program Operations Support	
Facilities Planning	<ul style="list-style-type: none"> • Leadership Workgroup meetings - monthly • District Landscape Analysis planning template • Share information on Full-day CSPP, TK and Kindergarten Facilities grant • Review and feedback of LEA UPK Plans
Universal Meals	<ul style="list-style-type: none"> • Share updates on CDE Universal Meals initiative
Organizational Capacity Building to Support UPK	
Educational Services Division	<ul style="list-style-type: none"> • Curriculum, Instruction and Academic Enrichment (CIAE) - Early Learning, Humanities, Project GLAD and STEM • Career Education • The Office of Associate Superintendent - Office of Grants and Funding
Business Services Division	<ul style="list-style-type: none"> • Support Services - Credentialing Services