



REGULAR MEETING

June 7, 2023

4:00 p.m.

Location: The public meeting will be conducted onsite with limited seating at 200 Kalmus Drive, Costa Mesa, CA 92626 and via YouTube live stream-<https://youtube.com/live/um4l80ahnRQ?feature=share>

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 7, 2023 – Adoption

(*) MINUTES

Regular Meeting of May 3, 2023 – Approval

PUBLIC COMMENTS (related to Closed Session)

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)

CLOSED SESSION 5

CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION Potential litigation pursuant to (d) (4) of Government Code Section 54956.9

INVOCATION

5:00 p.m.

PLEDGE OF ALLEGIANCE

INTRODUCTIONS

PUBLIC COMMENTS (30 minutes)

CONSENT CALENDAR

- (*) 1. Approve the granting of diplomas to the students listed from Alternative, Community, and Correctional Education Schools and Services, Alternative Education Division.
- (*) 2. Approval of a Special Board Meeting on September 20, 2023.
- (*) 3. Approve invoice #3263798 in the amount of \$56,571.34 for Haight, Brown & Bonesteel LLP.
- (*) 4. Approval of retainer agreement renewal for legal services with the Law Offices of Margaret A. Chidester & Associates for 2023-2024 school year.
- (*) 5. Accept the Supervisors of Attendance for the Orange County School Districts 2022-2023.

CHARTER SCHOOLS

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

Discussion Format:
Vista Heritage Global Academy
Public Comments (15 minutes)
Board Questions
- (*) 8. Board Action – Vista Heritage Global Academy Material Revisions
- (*) 9. Charter School Public Hearing – Sycamore Creek Community Charter School II Countywide Charter Petition
Aracely Chastain, Director, Charter Schools, will facilitate the public hearing.

Discussion Format:
Sycamore Creek Community Charter School II
Public Comments (15 minutes)

Board Questions

BOARD RECOMMENDATIONS

- (*) 10. Board policy on Decorum at Board Meetings. (Valdes)
- (*) 11. Board discussion of election of officers pursuant to Board Policy 100-11. (Sparks & Shaw)
- (*) 12. Board discussion and position on AB 764 (Sparks)

PRESENTATIONS

- (*) 13. Local Control and Accountability Plan (LCAP) Presentation – Ramon Miramontes, Ed.D., Deputy Superintendent of Instructional Programs will conduct the presentation regarding LCAP for the Orange County Department of Education.
- 14. Public Hearing – Ramon Miramontes, Ed.D., Deputy Superintendent of Instructional Programs, will conduct a public hearing regarding the Orange County Department of Education.
- (*) 15. Local Control and Accountability Plan (LCAP) Presentation – Ramon Miramontes, Ed.D., Deputy Superintendent of Instructional Programs will conduct the presentation regarding LCAP for the College and Career Preparatory Academy.
- 16. Public Hearing – Ramon Miramontes, Ed.D., Deputy Superintendent of Instructional Programs, will conduct a public hearing regarding the College and Career Preparatory Academy Local Control and Accountability Plan (LCAP).
- (*) 17. Budget Presentation - Renee Hendrick, Associate Superintendent, will conduct the presentation regarding the Orange County Department of Education budget for 2023-2024 fiscal year.
- 18. Public Hearing - Renee Hendrick, Associate Superintendent will conduct a public hearing regarding the Orange County Department of Education budget for 2023-2024 fiscal year.
- (*) 19. California School Dashboard Local Indicators Presentation – Ramon Miramontes, Ed.D., Deputy Superintendent of Instructional Programs, 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).
- (*) 20. California School Dashboard Local Indicators Presentation – Ramon Miramontes, Ed.D., Deputy Superintendent of Instructional Programs, will conduct the

presentation regarding California School Dashboard Local Indicators: College and Career Preparatory (CCPA).

- (*) 21. Universal Prekindergarten (UPK) Support Plan – Ramon Miramontes, Ed.D., Deputy Superintendent of Instructional Programs will present information to the Board regarding the Universal Prekindergarten (UPK) Support Plan.

STAFF RECOMMENDATIONS

INFORMATION ITEMS

COMMUNICATION/INFORMATION/DISCUSSION

- *2023 Innovative Funding Pathways for Orange County K12 Public Charter Schools Initiative* video (Sparks)
- 2023 California Distinguished Schools Recognition
- Proclamation certificate (Williams)

ANNOUNCEMENTS

- Superintendent
- Deputy Superintendent

LEGISLATIVE UPDATES

COMMITTEE REPORT

BOARD MEMBER COMMENTS

PUBLIC COMMENTS

ADJOURNMENT



Nina Boyd
Assistant Secretary, Board of Education

Next Regular Board Meeting: Wednesday, June 21, 2023 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



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 Sparks at 3:02 p.m., May 3, 2023 in the Board Room, 200 Kalmus Drive, Costa Mesa, California, via YouTube live stream and an alternate location at Residence Inn Sacramento Downtown at Capitol Park, Room 219, 1121 15th Street, Sacramento, CA 95814.

ROLL CALL

Present:

Mari Barke

Lisa Sparks, Ph.D.

Tim Shaw (participated via Zoom from alternate location)

Jorge Valdes, Esq.

Absent:

Ken L. Williams, D.O. (arrived at 4:00 p.m.)

AGENDA

Motion by Barke, seconded by Valdes, and carried by a roll call vote of 4-0 (Williams Absent) to approve the agenda of the Regular meeting of May 3, 2023.

MINUTES

Motion by Barke, seconded by Valdes, and carried by a roll call vote of 4-0 (Williams Absent) to approve the minutes of the Regular meeting of April 12, 2023.

PUBLIC COMMENTS (related to Closed Session) - None

The Board took a recess from 3:05 p.m. to 5:01 p.m. to go into Closed Session.

TIME CERTAIN

1. Inter-district Appeal Hearing (closed) – Student #05032023001I– Tustin Unified School District to Newport-Mesa Unified School District.

Motion by Barke, seconded by Valdes, and carried by a roll call vote of 4-0 (Williams Absent) to approve the appeal and allow the student to attend the Newport-Mesa Unified School District for the period of one academic year (2023-2024).

Terrance Dunn, Coordinator, Educational Services facilitated the hearing.

2. Inter-district Appeal Hearing (closed) – Student #05032023002I– Laguna Beach Unified School District to Newport-Mesa Unified School District.

Motion by Barke, seconded by Valdes, and carried by a roll call vote of 4-0 (Williams Absent) to approve the appeal and allow the student to attend the Newport-Mesa Unified School District for the period of one academic year (2023-2024).

Terrance Dunn, Coordinator, Educational Services facilitated the hearing.

3. Inter-district Appeal Hearing (closed) – Student #05032023003I– Orange Unified School District to Anaheim Elementary School District.

Motion by Barke, seconded by Valdes, and carried by a roll call vote of 4-0 (Williams Absent) to approve the appeal and allow the student to attend the Anaheim Elementary School District for the period of one academic year (2023-2024).

Kathy Ikola, Interim Coordinator, Educational Services facilitated the hearing.

Trustee Williams joined the meeting during closed session, at approximately 4:00 p.m.

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)

CLOSED SESSION 5

CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION
Potential litigation pursuant to (d) (4) of Government Code Section 54956.9

CLOSED SESSION 6

CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

Discussion of risk mitigation options in light of significant exposure to litigation in the opinion of legal counsel pursuant to (d) (2) of Government Code §54956.9

INVOCATION

Yan Killy

CONSENT CALENDAR

Motion by Barke, seconded by Williams, and carried by a roll call vote of 5-0 to approve Consent Calendar items #5, #6, #7, #8, #9, and #10.

5. Adopt Resolution #08-23 to recognize May 29, 2023 as Memorial Day.
6. Approve the granting of diplomas to the students listed from Alternative, Community, and Correctional Education Schools and Services, Alternative Education Division.
7. 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, 2023.
8. Adopt the annual updated Orange Department of Education Investment Policy.
9. Approve invoice #3262684 in the amount of \$47,218.60 for Haight, Brown & Bonesteel LLP.
10. Approval of 2023-2024 contract renewal with lobbyist Sheehy Strategy Group.

PUBLIC COMMENTS (item #11)

- Trustee Williams read the proclamation into the record
- Christina Shea, Former Mayor of Irvine

CONSENT CALENDAR (continue)

11. Motion by Williams, seconded by Barke, and carried by a roll call vote of 5-0 to approve the a proclamation declaring September 9, 2023 as Massoud Day.

PLEDGE OF ALLEGIANCE

Sunburst Youth Academy Color Guard Presentation of Flags

SPECIAL PRESENTATION

4. Special Awards Presentation –Presentation of awards to the Ninth Annual Jack R. Hammett Memorial Day Essay Contest participants and winners.
 - Comments by Trustee Williams
 - James Grimm, Vice President, The Freedom Committee of Orange County
 - Jack Hammett Bio
 - Introduction of Veterans: Tim Richards, Dwight Hanson, Gary Tegel, John Williams

- Ramon Miramontes, Ed.D. – Introductions and Program Overview

Essay Winners:

- Sheyla – 1st Place Winner
- Jared - 2nd Place Winner
- Christopher – 3rd Place Winner

Art Category Winners:

- Hank – 1st Place Winner
- Julius and Stacy – 2nd Place Winners
- Andrew – 3rd Place Winner

PUBLIC COMMENTS (item #15)

- Betty Chu

BOARD RECOMMENDATIONS

15. Motion by Shaw, seconded by Barke, and carried by a roll call vote of 5-0 to approve the Board's support of SB 292.

Trustee Shaw departed the board meeting at 5:57 p.m.

INTRODUCTIONS

None

PUBLIC COMMENTS

- Stephanie
- Nancy
- Linda
- Lorrie
- Terry
- Robert
- Frances
- Twyla
- Marisa
- Mary
- Yan
- Lynne
- Sandra
- Diane
- Dorie
- Joyce
- Kelly
- Deborah
- Dawn
- Joette
- Lisa
- Beth
- Debra

- Eileen
- Linda
- Consuelo
- Florita
- Portia

The Board took a recess from 7:18 p.m. to 7:26 p.m.

CHARTER SCHOOLS

12. Charter submissions – Sycamore Creek Community Charter School II

TIME CERTAIN

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 7:27 p.m. There being no input from the audience, the hearing was closed at 7:28 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 7:28 p.m. There being no input from the audience, the hearing was closed at 7:29 p.m.

INFORMATION ITEMS

BOARD MEMBER COMMENTS

- Trustee Williams – Scott Glabb

ANNOUNCEMENTS

Deputy Superintendent

- Next regular board meeting is on June 7, 2023; two meetings in June on the 7th and 21st; submission deadline for next meeting is May 24th.
- Emails received for the Board and Esplanade Quarterly Report distributed to Board

LEGISLATIVE UPDATES

- Board President Sparks and Greg Rolen, Board Legal Counsel

Report Out

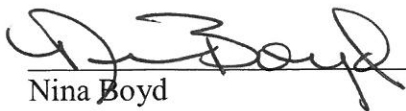
Mr. Rolen reported, for Closed Sessions 1, the Board gave direction to counsel. The vote to take action on the matter of litigation was 5-0. For Closed Sessions 2 through 5, the Board had a discussion with legal counsel, no action was taken. For Closed Session 6, there was no discussion and no action taken.

BOARD MEMBER COMMENTS

- Trustee Williams – Parental Rights, Opposition to CRT, Baby Update
- Trustee Barke – Nova Academy, Garden Grove District dinner on 5/8/23
- Trustee Valdes – OCSA

ADJOURNMENT

On a motion duly made, and seconded, the board meeting of May 3, 2023 adjourned at 8:02 p.m.



Nina Boyd
Assistant Secretary, Board of Education

Lisa Sparks, Ph.D.
President, Board of Education

Next Regular Board Meeting: Wednesday, June 7, 2023 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.

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ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 7, 2023
TO: Nina Boyd, Deputy Superintendent
FROM: Vern Burton, Assistant Superintendent, Alternative Education
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:dc

Pages 12-13 removed (CONFIDENTIAL STUDENT INFORMATION)

Item: Consent Calendar #2

June 7, 2023

☒ Mailed ☐ Distributed at meeting

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 7, 2023

TO: Nina Boyd, Deputy Superintendent

FROM: Lisa Sparks, Ph.D., Board President
Tim Shaw, Board Vice President

SUBJECT: Special Board Meeting – September 20, 2023

RECOMMENDATION:

Approval of a Special Board Meeting on September 20, 2023.

Item: Consent Calendar #3

June 7, 2023

☒ Mailed ☐ Distributed at meeting



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 7, 2023

TO: Nina Boyd, Deputy Superintendent

FROM: Lisa Sparks Ph.D., Board President
Tim Shaw, Board Vice President

SUBJECT: Haight, Brown & Bonesteel LLP – Invoice

RECOMMENDATION:

Approve invoice #3263798 in the amount of \$56,571.34 for Haight, Brown & Bonesteel LLP.

Haight

LAWYERS

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

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

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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.: 3263798
Client/Matter: OC18-0000004
Billing Atty: ROLEN, GREGORY J.
May 10, 2023

Account Statement

Invoice Number	Invoice Date	Matter Number	Billing Attorney	Invoice Amount	Balance Due
3262684	04/18/2023	0000004	01123	\$47,218.60	\$47,218.60
Total Outstanding Balance					\$47,218.60
Total Amount Due on this Invoice					\$56,571.34
Total Balance Now Due					\$103,789.94

Aging of Past Due Amounts

0-30 Days	31-60 Days	61-90 Days	91-120 Days	Over 120 Days	Total Past Due
\$47,218.60	\$0.00	\$0.00	\$0.00	\$0.00	\$47,218.60



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

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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.: 3263798
Client/Matter: OC18-0000004
Billing Atty: GREGORY J. ROLEN
May 10, 2023

Representing: Orange County Board of Education

Re: ORANGE COUNTY BOARD OF EDUCATION
General Counsel to the OCBE

Total Fees This Invoice	\$52,440.00
Total Costs Advances This Invoice	\$4,131.34
Total Fees and Costs This Invoice	\$ 56,571.34
Balance Carried Forward from Previous Invoice(s)	47,218.60
Total Due Upon Receipt	\$ 103,789.94

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

TERMS: Accounts are due in full Net 30 days. If payment is not received within one month, the unpaid balance will be subject to a FINANCE CHARGE computed by a "Periodic Rate" of 1% per month which is an ANNUAL PERCENTAGE RATE of 12%.

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

Haight Brown & Bonesteel LLP

213.542.8000

Invoice No: 3263798

Re: ORANGE COUNTY BOARD OF EDUCATION
OC18-0000004

General Counsel to the OCBE

Page 2

PROFESSIONAL SERVICES RENDERED through 04/30/2023

Date	Description	Attorney	Hours
04/01/2023		GJR	0.30
04/03/2023		GJR	0.40
04/03/2023		GJR	0.50
04/03/2023		GJR	0.60
04/03/2023		GJR	0.90
04/03/2023		GJR	0.80
04/03/2023		GJR	0.30
04/03/2023		DAV	1.00
04/04/2023		GJR	0.30
04/05/2023		GJR	2.90
04/05/2023		GJR	3.80
04/06/2023		GJR	0.40
04/06/2023		GJR	0.40
04/06/2023		GJR	1.00
04/06/2023		GJR	6.40
04/07/2023		GJR	0.50
04/07/2023		GJR	0.30

Haight Brown & Bonesteel LLP

213.542.8000

Invoice No: 3263798

Re: ORANGE COUNTY BOARD OF EDUCATION

OC18-0000004

General Counsel to the OCBE

Page 3

04/10/2023	GJR	0.30
04/10/2023	GJR	0.70
04/10/2023	GJR	0.70
04/10/2023	GJR	0.50
04/10/2023	GJR	0.40
04/10/2023	GJR	0.60
04/10/2023	GJR	0.90
04/11/2023	GJR	3.30
04/11/2023	GJR	1.40
04/11/2023	GJR	0.90
04/12/2023	GJR	4.10
04/12/2023	GJR	1.00
04/12/2023	GJR	2.10
04/12/2023	GJR	5.10
04/12/2023	GJR	0.80
04/13/2023	GJR	0.40
04/13/2023	GJR	0.50
04/13/2023	GJR	0.40
04/13/2023	GJR	0.90
04/13/2023	GJR	0.50
04/13/2023	GJR	4.20
04/14/2023	GJR	0.30

Haight Brown & Bonesteel LLP

213.542.8000

Invoice No: 3263798

Re: ORANGE COUNTY BOARD OF EDUCATION

OC18-0000004

General Counsel to the OCBE

Page 4

04/14/2023	GJR	0.90
04/14/2023	GJR	4.80
04/14/2023	GJR	0.80
04/14/2023	DAV	2.50
04/15/2023	DAV	1.10
04/17/2023	GJR	0.60
04/17/2023	GJR	0.50
04/17/2023	GJR	0.60
04/17/2023	DAV	0.70
04/17/2023	DAV	1.30
04/18/2023	DAV	0.60
04/19/2023	GJR	0.30
04/19/2023	GJR	0.90
04/19/2023	GJR	0.80
04/19/2023	GJR	0.30
04/19/2023	GJR	0.40

Haight Brown & Bonesteel LLP

213.542.8000

Invoice No: 3263798

Re: ORANGE COUNTY BOARD OF EDUCATION
OC18-0000004

General Counsel to the OCBE

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04/19/2023	GJR	0.60
04/20/2023	GJR	0.50
04/20/2023	GJR	0.40
04/20/2023	GJR	1.60
04/20/2023	GJR	1.10
04/20/2023	GJR	0.30
04/20/2023	GJR	0.70
04/20/2023	GJR	1.00
04/20/2023	GJR	0.60
04/21/2023	GJR	1.30
04/21/2023	GJR	0.30
04/23/2023	GJR	10.90
04/24/2023	GJR	8.80
04/24/2023	DAV	2.70
04/25/2023	GJR	8.10
04/25/2023	GJR	0.40
04/26/2023	GJR	7.90
04/26/2023	DAV	1.10
04/27/2023	GJR	12.40

Haight Brown & Bonesteel LLP

213.542.8000

Invoice No: 3263798

Re: ORANGE COUNTY BOARD OF EDUCATION

OC18-0000004

General Counsel to the OCBE

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04/28/2023	GJR	0.30
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04/28/2023	GJR	0.70
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04/30/2023	DAV	1.50
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Total Hours		131.10
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Total Fees This Invoice		\$52,440.00
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Haight Brown & Bonesteel LLP

213.542.8000

Invoice No: 3263798

Re: ORANGE COUNTY BOARD OF EDUCATION

OC18-0000004

General Counsel to the OCBE

Page 7

Timekeeper	Hours	Rate	Amount
GREGORY J. ROLEN	118.60	\$400.00	47,440.00
DONALD A VELEZ JR	12.50	\$400.00	5,000.00
	<u>131.10</u>		<u>52,440.00</u>

Haight Brown & Bonesteel LLP

213.542.8000

Invoice No: 3263798

Re: ORANGE COUNTY BOARD OF EDUCATION

OC18-0000004

General Counsel to the OCBE

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Mileage

04/12/2023	36.68
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Total for Mileage	36.68
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Out-of-Town Travel

04/14/2023	644.96
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04/14/2023	296.84
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Total for Out-of-Town Travel	941.80
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Experts

04/30/2023	3,000.00
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04/30/2023	98.00
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Total for Experts	3,098.00
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Other

04/01/2023	6.86
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Total for Other	6.86
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Parking Expense

04/12/2023	48.00
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Total for Parking Expense	48.00
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Total Costs Advanced This Invoice	\$4,131.34
-----------------------------------	------------

Total Fees and Costs This Invoice	\$56,571.34
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Haight Brown & Bonesteel LLP

LAWYERS

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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.: 3263798
Client/Matter: OC18-0000004
Billing Atty: GREGORY J. ROLEN
May 10, 2023

PROFESSIONAL SERVICES RENDERED through April 30, 2023

Total Fees This Invoice	\$ 52,440.00
Total Costs Advanced This Invoice	\$ 4,131.34
Total Fees and Costs This Invoice	<u>\$ 56,571.34</u>
Balance Forward	\$ 47,218.60
Total Due Upon Receipt	<u>\$ 103,789.94</u>

PLEASE RETURN THIS PAGE WITH YOUR REMITTANCE

Item: Consent Calendar #4

June 7, 2023

☒ Mailed ☐ Distributed at meeting



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 7, 2023

TO: Nina Boyd, Deputy Superintendent

FROM: Lisa Sparks Ph.D., Board President
Tim Shaw, Board Vice President

SUBJECT: 2023-2024 Retainer Agreement for Legal Services

RECOMMENDATION:

Approval of retainer agreement renewal for legal services with the Law Offices of Margaret A. Chidester & Associates for 2023-2024 school year.

LAW OFFICES OF
MARGARET A. CHIDESTER & ASSOCIATES
17762 COWAN, FIRST FLOOR
IRVINE, CALIFORNIA 92614-6096

MARGARET A. CHIDESTER*
STEVEN R. CHIDESTER
ALEXANDRA T. REYNOSO
ALEXANDRA L. CARUBIS
ARIEL K. GREENWOOD

TELEPHONE: (949) 474-5040
TELECOPIER: (949) 474-8540
m.chidester@californiaschoollaw.net
*A PROFESSIONAL CORPORATION

April 21, 2023

REF. OUR FILE

MAC-26

VIA ELECTRONIC MAIL

Orange County Board of Education
200 Kalmus Drive
Costa Mesa, CA 92626

Attention: Mr. Tim Shaw & Dr. Lisa Sparks
Board Members

Re: Retainer Agreement for Legal Services in 2023-2024 School Year

Dear Mr. Shaw & Dr. Sparks:

We value our relationship with the Orange County Board of Education and the Board's confidence in the quality of our services.

Enclosed for your consideration is a retainer agreement for legal services for the 2023-2024 school year. We request a modest fee increase for 2023-2024 of \$10.00 per hour to partially defray our increased costs of doing business.

Early identification and resolution of legal issues preserves client options and limits legal costs so more resources may be directed to students. Accordingly, we periodically provide legal opinions on selected recent legislation and certain court decisions to our clients at no charge. Our preventive school law workshops on evaluation, bargaining, unlawful harassment, reference checking, pupil discipline, pupil records, other employee legal issues, charter schools, Brown Act, conflicts of interest, and other topics are available to your organization on request and are designed to help educators timely spot and address legal issues. Please contact us if we can provide these to the Orange County Board of Education.

By proposing modest increases and by our continued vigilant review of client costs, we strive to avoid some of the billing practices of certain of our competitors who may charge a flat minimum of .3 of an hour for critical telephone advice that is resolved in six (6) minutes or less, or who may charge an additional "monthly service charge" based on a percentage of attorney time costs. We do not pass on to our clients our costs of the digital research library that we maintain at our own expense for the purpose of providing your organization with up-to-the-minute legal authority addressing your critical legal needs.

LAW OFFICES OF
MARGARET A. CHIDESTER & ASSOCIATES

Mr. Shaw & Dr. Sparks
April 21, 2023
Page 2

We will continue to provide no-charge updates on recent challenging legal issues as we have done regarding the COVID-19 crisis.

We value our long-standing relationship with the Orange County Board of Education, and look forward to serving you in school year 2023-2024.

Kindly return a signed copy of the approved retainer agreement.

Please do not hesitate to contact the undersigned with any questions. It is our pleasure to provide legal support to your organization.

Very truly yours,


Margaret A. Chidester

MAC:tg

Enclosures

- Proposed Retainer Agreement
- Firm Summary

**RETAINER AGREEMENT
BETWEEN ORANGE COUNTY BOARD OF EDUCATION
AND THE LAW OFFICES OF MARGARET A. CHIDESTER & ASSOCIATES**

THIS AGREEMENT is made and entered into effective July 1, 2023 by and between the ORANGE COUNTY BOARD OF EDUCATION of Orange County, California, "OCBOE," and the LAW OFFICES OF MARGARET A. CHIDESTER & ASSOCIATES, "Attorneys."

W I T N E S S E T H

WHEREAS, the OCBOE desires to obtain from Attorneys certain specialized legal services pursuant to Education Code section 1042(c), and the Settlement Agreement entered into between the OCBOE and Superintendent Al Mijares in Orange County Superior Court Case No. 30-2018-01023385-CU-MC-CJC, and in light of the conflict of interest with counsel to the Superintendent;

WHEREAS, the governing Board has determined that it is in the best interest of the OCBOE to appoint Attorneys to represent the OCBOE in the matters specified herein;

In consideration of these mutual promises, the parties agree as follows:

1. Services: The OCBOE retains Attorneys for the purpose of providing specialized legal services pertaining to OCBOE business and related matters as may be specifically directed by the governing Board and the Board President, including, but not limited to: 1) the respective legal authority and responsibilities of the County Board and County Superintendent with regard to processing state, federal, and private grants; 2) the respective legal authority and responsibilities of the County Board and County Superintendent with regard to processing vendor contracts; and 3) best practices, including, but not limited to the Ralph M. Brown

Act, regarding agenda placement, discussion, ratification and approval of the aforementioned grants and contracts.

Upon specific direction of the Board or its President, Attorneys will interpret relevant statutes, constitutional provisions and case law as deemed necessary by the OCBOE; prepare, review, and comment on legal documents in correspondence; render legal opinions as appropriate and requested; advise and represent the OCBOE in any court or administrative proceeding, provide other specialized legal advice and legal services as requested; work with the OCBOE in the development of policy; and attend meetings in-person or telephonically as necessary and requested.

In rendering services, Attorneys shall comply with all federal, state, and local laws, regulations, and rulings to the extent that such laws are applicable to the Firm in its capacity as a OCBOE's specialized legal representative.

2. Rates and Payment: The OCBOE shall not be required to pay in advance for any retained services. The OCBOE shall pay Attorneys for services at the rates set forth in Exhibit "A", attached and incorporated by this reference. *Billing shall be reported in increments of 1/10 of one hour.* Billing shall separately specify related costs including authorized consultants providing services on behalf of OCBOE.

3. Costs: The OCBOE shall pay and reimburse Attorneys for any actual and necessary costs and expenses incurred in the course of providing services, including actual charges that Attorneys directly incur such as filing fees, reproduction of documents, messenger and delivery services, postage, travel expenses, mileage for travel at the fixed IRS rate, lodging, court reporting costs, hearing officer and arbitrator fees, and consultant services.

Attorneys will supply all necessary equipment, tools, supplies, offices, personnel, transportation, support services, and insurance required to perform legal services under this Agreement.

4. Statements: Attorneys shall present statements for services rendered during the preceding month. The OCBOE shall pay upon presentation or within forty-five (45) days thereafter. Invoices not paid within 60 days of the date issued may be assessed a late charge of 1.0% per month. Statement shall include (1) a detailed, confidential account of the legal matters, strategies, and work on behalf of the OCBOE, and (2) a summary invoice containing only amounts, dates, and general descriptions of legal services provided that is suitable for the OCBOE to transmit to the OCBOE's accounts payable staff or, if required, to present in response to a Public Records Act request. Invoices shall be sent directly to the attention of the OCBOE unless we are otherwise directed in writing by the governing Board.

5. Conflicts: The OCBOE acknowledges that Attorneys presently represent and in the future will represent other districts, charter schools, and education agencies that may, from time to time, have transactions with the OCBOE. The OCBOE consents to such continued and future representation without the need for any further consent from the OCBOE, provided that Attorneys shall promptly notify the OCBOE in writing of any direct conflict and of the OCBOE's options in such case.

Attorneys shall not represent any person or entity in any action against the OCBOE or in any investment matter before the OCBOE.

6. **Related Post-Investigation Services:** If an attorney who conducted an investigation for the OCBOE is subsequently asked or required to prepare for and/or testify, including, without limitation, at deposition, trial, arbitration, or any other administrative or judicial proceeding, because of services rendered under this Agreement, and/or if the investigating attorney must respond to subpoenas or discovery or otherwise respond or perform services with respect to any matter relating to or arising out of services performed for the OCBOE, the OCBOE agrees to pay Attorneys for time expended, including preparation time, at the investigating attorney's then current hourly rate and to reimburse Attorneys for reasonable costs and expenses incurred.

7. **Indemnification:** Except as provided below, the OCBOE will indemnify, defend and hold harmless Attorneys from and against all claims, suits or causes of action arising out of the services rendered herein. The OCBOE will provide legal representation for Attorneys in any litigation relating to such services if Attorneys are sued, deposed, or otherwise required to provide information or testimony concerning services provided under this contract. ***This provision does not apply to any actions resulting from Attorneys' negligence or willful and/or malicious conduct in the course of rendering services.***

The indemnity provisions of this section shall survive the expiration or termination of this Agreement.

8. **Electronic Communication, Confidentiality & Publicity:** The OCBOE authorizes Attorneys to communicate with the OCBOE and the OCBOE's authorized representatives via electronic mail when such communication is desirable for timely communications, efficiency of transmission, or to avoid the need for re-creating documents.

Attorneys shall make reasonable efforts to label electronic communications as confidential and privileged. The OCBOE acknowledges that electronic communications may be intercepted and that confidentiality cannot be guaranteed. If e-mail is intercepted or confidentiality is otherwise compromised, the OCBOE will hold Attorneys harmless for any resulting injury.

The OCBOE will not modify any document transmitted to the OCBOE electronically by Attorneys, except as expressly authorized by Attorneys.

Both parties agree not to knowingly transmit any materials to the other party in violation of the copyright of another or of any other applicable law.

Attorneys shall retain all OCBOE confidential information in the strictest confidence and shall neither use it nor disclose it to anyone without prior written consent of the OCBOE. The OCBOE may seek to enjoin any unauthorized disclosure. Attorneys shall not issue public announcements on behalf of the OCBOE without the OCBOE's prior written consent.

9. **No Guarantee of Outcome.** Attorneys do not promise or guarantee an outcome for any particular legal matter. Attorneys shall provide periodic reports and opportunities for OCBOE input and direction. Actual fees will vary from initial estimates and may be higher or lower based upon OCBOE direction for legal work and legal options selected by OCBOE.

10. **Files and Ownership of Documents.** When legal services conclude, and periodically as individual matters conclude, Attorneys will, upon the OCBOE's request, deliver closed files to the OCBOE at the OCBOE's cost, along with any funds or property of the OCBOE's in Attorneys' possession. Attorneys will retain closed files for a period of up to one (1) year. If the OCBOE does not

request delivery of the file before the end of the one (1) year period from closure of the file, Attorneys shall have no further obligation to retain files and may, at Attorneys' discretion, destroy them without further notice.

11. **Assignment.** This Agreement is not assignable without the written consent of the OCBOE.

12. **Independent Contractor.** Attorneys, while engaged in performing the terms of this Agreement, are an independent contractor and are not employees of the OCBOE.

13. **Insurance.** Attorneys shall maintain workers' compensation insurance, general liability insurance, and legal malpractice coverage in force at all times at their sole expense in amounts deemed sufficient under current industry standards to protect the interests of the OCBOE under this Agreement. Attorneys shall, on request, provide the OCBOE with certificates of insurance evidencing compliance with coverage requirements of this Agreement.

14. **Nondiscrimination.** Attorneys shall not, in the performance of this Agreement, unlawfully discriminate against any employee, applicant for employment, or OCBOE student or employee because of race, religion, color, national origin, ancestry, disability, medical condition, marital status, age (over 40), immigration status, sex, gender, gender identity or sexual orientation.

15. **Audit.** The OCBOE shall have audit access to its accounts with Attorneys on request during the term of this Agreement. Attorneys shall cooperate with such auditors or investigators

authorized to audit OCBOE activities and provide information regarding OCBOE legal matters that the OCBOE may need to defend itself against legal challenges.

16. **Governing Law.** This Agreement shall be governed by the laws of the state of California.

17. **Authority.** The parties hold the positions set forth below their signatures and are authorized to execute this Agreement on behalf of their respective parties and to bind their respective parties hereto.

18. **Term.** This Agreement is effective July 1, 2023. It may be extended or modified by mutual agreement.

This Agreement is terminable by either party upon thirty (30) days written notice.

19. **Entire Agreement.** This Agreement contains the entire agreement of the parties. No other agreement, statement, or promise made on or before the effective date of this Agreement will be binding on the parties.

ORANGE COUNTY BOARD OF EDUCATION

Date: _____, 2023 BY: _____

LAW OFFICES OF MARGARET A.
CHIDESTER & ASSOCIATES

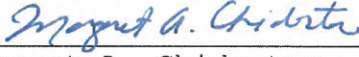
Date: April 21, 2023 BY: 
Margaret A. Chidester

EXHIBIT "A"

Rates are guaranteed through June 30, 2024.

PARTNERS	\$345 per hour
SENIOR ATTORNEYS	\$315 per hour
OTHER ATTORNEYS	\$310 per hour
LAW CLERKS/PARALEGALS	\$195 per hour

COSTS

PHOTOCOPIES AND FAXES	\$0.25 per page
COLOR COPIES	\$0.50 per page
POSTAGE	Actual Charges
MILEAGE	IRS Authorized Rate
TELEPHONE CALLS AND TEXT MESSAGES	No Charge
DIGITAL LEGAL RESEARCH LIBRARY SERVICES	No Charge
TRANSCRIPTIONS	Actual Charges
OTHER	Actual Charges

LAW OFFICES OF
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IRVINE, CALIFORNIA 92614-6096

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ARIEL K. GREENWOOD

TELEPHONE: (949) 474-5040

TELECOPIER: (949) 474-8540

m.chidester@californiaschoolaw.net

*A PROFESSIONAL CORPORATION

REF. OUR FILE

LAW OFFICES OF
MARGARET A. CHIDESTER & ASSOCIATES
FIRM SUMMARY

The Law Offices of Margaret A. Chidester & Associates, formed on September 1, 2000 by Margaret A. Chidester and Steven R. Chidester, consists of five experienced attorneys: Margaret A. Chidester, Steven R. Chidester, Alexandra T. Reynoso, Alexandra L. Carubis, and Ariel K. Greenwood. We serve school and community college districts, charter schools, ROPs, and other educational agencies in counsel and special counsel capacities, including the following districts and education agencies:

Adelanto Elementary School District
Apple Valley Unified School District
Arcadia Unified School District
California School of the Arts - San Gabriel Valley
Camino Nuevo Charter Academy
Castaic Union School District
Chino Valley Unified School District
Coastline Regional Occupational Program
College & Career Advantage
Colton Joint Unified School District
Colton Redlands Yucaipa Regional Occupational Program
Eastside Union School District
Etiwanda School District
Fontana Unified School District
Fountain Valley School District
Fowler Unified School District
La Mesa-Spring Valley School District
Lancaster School District
Lucerne Valley Unified School District
Mountain View School District, Los Angeles County
Mountain View School District, San Bernardino County
Newhall School District
North Orange County Regional Occupational Program
Norwalk La Mirada Unified School District
Orange County Board of Education
Orange County School of the Arts
Para Los Niños

LAW OFFICES OF
MARGARET A. CHIDESTER & ASSOCIATES

Pleasant Valley School District
Riverside County Office of Education
San Bernardino Regional Emergency Training Center
Santa Clarita Valley School Food Services Agency
Sulphur Springs School District
Tri-Cities Regional Occupational Program
Victor Elementary School District

The Professional and Educational Backgrounds of Members of the Firm:

MARGARET A. CHIDESTER

B.A., University of California at Riverside, (Spanish),
(with honors);
J.D., University of San Diego, School of Law;
M.A., Educational Administration, California State University
at San Diego;
Ed.D., Educational Leadership, University of Southern
California, Rossier School of Education.

Legal Experience:

Proprietor, Law Offices of Margaret A. Chidester & Associates,
September 1, 2000- present;
Partner, Parker, Covert and Chidester, 1987-2000;
Associate, Parker and Covert, 1981-87;
Past Chairman and Member of Board of Directors, National
School Boards Association Council of School Attorneys
(1993-2005);
Member, California Council of School Attorneys; Member, Board
of Directors, 1993-1995;

Publications and Presentations:

Author: "Employment Litigation Involving the Superintendency:
Taking Preventive Contractual Measures." Paper presented
at 40th Annual Convention. Equity, Excellence, and Equal
Education Opportunities: NOLPE and Brown at 40 (1954-
1994) San Diego, California;
Co-Author: "Due Process for School Administrators and School
Board Members," NSBA Council of School Attorneys School
Law in Review, 1985, Volume 1;
Author: "First Amendment Issues and Pupil Discipline," NSBA
School Law in Review, 1989;

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MARGARET A. CHIDESTER & ASSOCIATES

Co-Author: "Religious Challenges to Curriculum and Instruction Practices," NSBA's Religion, Education and the U.S. Constitution, 1994;

Author: "Playing Fair: Litigating State and Local Athletic Eligibility Rules Protecting High School Athletes," Legal Handbook on School Athletics, NSBA Council of School Attorneys, March, 1997;

Author: "Evaluation and Termination of School District Counsel," Selecting and Working With a School Attorney: A Guide for School Boards, NSBA Council of School Attorneys, April, 1997;

Co-Author: "The School Attorney as a Preventive Law Practitioner," Selecting and Working With a School Attorney: A Guide for School Boards, NSBA Council of School Attorneys, April, 1997;

Co-Author: "Use of E-Mail: Traps for the Unsuspecting School Board Member," Inquiry and Analysis, NSBA Council of School Attorneys, 2000;

Co-Author: "E-Mail: 'Sunshine,' and Public Records," American School Board Journal, July 2000;

School Employers Association Annual Management Conferences on Collective Bargaining, 1982-Present, Presenter at NSBA Council of School Attorneys Annual Meetings, California Council of School Attorneys Continuing Education Seminars, Association of California School Administrators, California Association of School Business Officials and California School Boards Association;

Presenter, ACSA Superintendents' Academy, 1995-2017, Superintendent Contracts and School Governance Issues;

Presenter, Oxford University Round Table on Education Policy, 2000, Saint Antony's College;

Presenter, California Council of School Attorneys, "From Findings to Facilities: The High Stakes Nuances of Analyzing the Charter School Petition," September 2011.

Presenter, National School Boards Association Council of School Attorneys, 2012 School Law Practice Seminar, "Can Schools be Both Safe and Free? New National Guidelines on Harassment, Bullying, and Freedom of Expression";

Presenter, School Employers Association of California: School Management Certification Program, 2014-2019, "The Legal Framework for Collective Bargaining;"

Presenter, California School Boards Association, "Cutting Edge Legal Issues in Charter Petition Renewal," November 2017;

Presenter, 2017 Leadership Conference, USC Rossier School of Education;

LAW OFFICES OF
MARGARET A. CHIDESTER & ASSOCIATES

Presenter, 2019 California Council of School Attorneys Annual Workshop, *"Prayer and Other Religious Statements at Public School Board Meetings;"*

Presenter, 2022, National School Boards Association Council of School Attorneys Annual Conference, *"Legal and Practical Strategies for Managing Public Comment in School Board Meetings;"*

Presenter, 2022, California Council of School Attorneys Spring Workshop: *"The Perils of School Board Member Censure: Do you REALLY want to go there?"*

Other Language: Spanish

Education Experience:

California Administrative Services Credential (during service as an educator);

Bilingual Certificate of Competence, Spanish (during service as an educator);

Fisher K-8 Credential and E.C.E. Credential (during service as an educator);

Bilingual teacher, grades K-6: Santa Ana Unified School District, Oceanside Unified School District, Fallbrook Elementary School District;

University of Southern California, Delta Epsilon, Best Dissertation Award, Rossier School of Education, 1995: Superintendent Employment Contracts: Legal and Pragmatic Considerations that Affect the Board-Superintendent Relationship;

Adjunct Professor, Educational Leadership and Organizational Change Leadership, Ed. D. Programs, University of Southern California, Rossier School of Education, 1995-present;

Member, Phi Delta Kappa, USC Chapter;

Past President, Delta Epsilon, USC Rossier School of Education;

Member, USC Rossier School of Education, Board of Councilors (2000 - present);

Member, USC Alumni Association Board of Governors, 2004-2005;

Recognized by USC RSOE Dean's Superintendents Advisory Group (DSAG) as 2022 Hall of Fame Inductee.

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MARGARET A. CHIDESTER & ASSOCIATES

STEVEN R. CHIDESTER

B.A., San Diego State University, (Psychology);
B.A., cum laude, San Diego State University, (Sociology);
J.D., Western State University College of Law, Fullerton
California;

Honors: Golden Key National Honor Society (3.5+ G.P.A.);
American Jurisprudence Awards: Family Law and
Criminal Law;
Western State University College of Law,
President's Scholarship.

Legal Experience:

Managing Partner, Law Offices of Margaret A. Chidester &
Associates, commencing September 2000, practice limited
to representation of school districts and education
agencies;
Solo practice, 1992-2000, Law Offices of Steven R. Chidester;
Associate attorney, Law Offices of Neben & Starrett, Inc.,
Newport Beach, 1991-1992.

Education Experience:

Emeritus Institute Instructor, "Law for the Layman" course,
Irvine Valley College, Irvine, 1998 to 2010; and
Paralegal Instructor, American Career College, Irvine, 1997-
1998.

Publications and Presentations:

Presenter, 2019 California Council of School Attorneys Annual
Workshop, "Prayer and Other Religious Statements at
Public School Board Meetings;"
Presenter, 2022, National School Boards Association Council
of School Attorneys Annual Conference, "Legal and
Practical Strategies for Managing Public Comment in
School Board Meetings."
Presenter, 2022, California Council of School Attorneys
Spring Workshop: "The Perils of School Board Member
Censure: Do you REALLY want to go there?"

Steven Chidester has represented school districts in all
aspects of charter school law, including review and analysis of
charter petitions and advice to the governing board as to how
petitions can be lawfully denied, when denied petitioners appeal

LAW OFFICES OF
MARGARET A. CHIDESTER & ASSOCIATES

to the County Board of Education, and identifying oddities for the school district to support its position, as well as at the state level. Before the California Charter Schools Advisory Commission and the State Board of Education, Steven Chidester has appeared and represented school districts on multiple occasions when petitioners have appealed denial. Additionally, Steven Chidester has appeared in Superior Court and has participated as counsel in defending appeals from charter school petitions denied at the local, county, state, and Superior Court levels.

Steven Chidester has taught multiple workshops for educational administrators, including, but not limited to, responding to and analyzing subpoenas for production of records and appearances, analysis and advice on child custody orders, ASB fund management, and best practices to avoid fraud, nonprofit organizations including foundations supporting school districts and the explicit requirements for application and obtaining state and federal tax exemptions and filing with the Secretary of State, pupil expulsions, and other discipline.

Steven Chidester was a community college instructor for over ten years of a class for laypersons on an introduction to the law, including basic elements of state and federal constitutions, due process, consumer law issues, and related challenges.

Steven Chidester has had extensive experience in school facilities, including but not limited to assisting districts in responding to Proposition 39 charter school facilities entitlement, limiting facilities to that required by law. He has had extensive experience in public contracts code requirements concerning the lowest, responsible bidder and hearings that may result.

Steven Chidester has over twenty years of experience in supporting school districts with charter school oversight requirements to comply with their legal obligations and to avoid school district liability for failure to comply with statutory oversight obligations. His expertise at the local and appellate levels, including before the California Supreme Court, demonstrate his deep knowledge of charter school issues and how chartering entities may address them.

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MARGARET A. CHIDESTER & ASSOCIATES

ALEXANDRA T. REYNOSO

B.A., Occidental College, Los Angeles, CA (History);
J.D., Chapman University Dale E. Fowler School of Law,
Orange, CA.

Legal Experience:

Associate, Law Offices of Margaret A. Chidester & Associates,
December 2021 - present;
Law Clerk, Law Offices of Margaret A. Chidester & Associates,
August 2021 - November 2021;
Law Clerk, Los Angeles City Attorney's Office, Los Angeles,
CA, May 2020 - July 2020;
Law Clerk, Los Angeles County District Attorney's Office, San
Fernando, CA, May 2019 - July 2019.

Alexandra Reynoso has extensive experience in assisting
school districts in enforcing statutory requirements on charter
schools.

She has in-depth experience in complaint investigations of
unlawful discrimination under state law uniform complaint
procedures.

Ms. Reynoso has expertise in the obligation and rights of
regional occupational programs that serve students in member
districts via joint powers agreements.

ALEXANDRA L. CARUBIS

B.A., Chapman University, Orange, CA (English Literature);
J.D., University of California, Irvine, CA.

Legal Experience:

Associate, Law Offices of Margaret A. Chidester & Associates,
April 2022 - present;
Staff Attorney, Los Angeles Dependency Lawyers, Los Angeles,
CA, August 2021 - April 2022;
Law Clerk, Independent Juvenile Defender Program, Los
Angeles, CA, May 2020 - August 2020;
Certified Law Student, University of California,
Environmental Law Clinic, Irvine, CA, August 2019 -
December 2019;

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Law Clerk, Children's Law Center of California, Los Angeles,
CA, May 2019 - August 2019.

Alexandra Carubis has extensive experience in representing school clients in due process administrative litigation before the Office of Administrative Hearings in special education matters.

Ms. Carubis has conducted multiple complaint investigations where unlawful discrimination against employees is alleged.

ARIEL K. GREENWOOD

B.A., University of California, Riverside, CA (English);
J.D., University of California, Irvine, CA.

Legal Experience:

Associate, Law Offices of Margaret A. Chidester & Associates,
September 2022 - present;
Legal Intern, Office of the City Attorney, Orange, CA, January
2022 - May 2022;
Legal Advocate, Frank D. Lanterman Special Education Legal
Clinic, Los Angeles, CA, May 2021 - August 2021.

Ms. Greenwood has served as co-investigator for complaints of unlawful discrimination.

She has served as co-investigator in instances of alleged employee misconduct that results in disciplinary proceedings.

SUMMARY OF EDUCATION LAW EXPERTISE

The firm has over 70 years of collective experience in all legal and policy matters pertaining to governance and operation of public schools and community college districts, charter schools, joint powers agencies, and regional occupational programs.

We are invited speakers on pupil, governance, labor, and employment law issues at national and state conferences of the ACSA, NSBA, CASBO, CSBA, SEAC, the American Association of School Personnel Administrators the National Organization of Legal Problems in Education, and the Cal Poly Pomona Ed.D. program, as well as in continuing legal education programs for California school lawyers. We have extensive experience in representing

LAW OFFICES OF
MARGARET A. CHIDESTER & ASSOCIATES

school districts in compliance investigations by the Office for Civil Rights, the California Department of Education, and other state and federal agencies.

We have over 45 years of collective expertise in charter school representation, formation, renewal, revocation, governance, collective bargaining, and litigation. We draft policies for charter school boards and provide legal representation in their employee discipline matters.

Our attorneys have experience in litigation involving public entities before all levels of the California state courts, including the California Supreme court, California Courts of Appeal, the Federal District courts, and the United States Court of Appeals, Ninth Circuit, as well as before numerous administrative agencies such as the Office for Civil Rights, the Public Employment Relations Board, the Department of Fair Employment and Housing, the Equal Employment Opportunity Commission, the California State Board of Education, Commissions on Professional Competence, and numerous arbitrators and hearing panels.

Our litigation experience includes the following published appellate decisions:

Newport-Mesa Unified School District v. Hubert (1982) 132
Cal.App.3d 724, 183 Cal.Rptr. 334;

Gardner v. Commission on Professional Competence, Board of
Education of the Tustin Unified School District (1985) 164
Cal.App.3d 1035, 210 Cal.Rptr. 795;

El Camino Community College District v. Superior Court (1985)
173 Cal.App.3d 606, 219 Cal.Rptr. 236;

Jones v. Palm Springs Unified School District (1985) 170
Cal.App.3d 521, 216 Cal.Rptr. 75;

Bassett Unified School District v. Commission on Professional
Competence (1988) 201 Cal.App.3d 1444, 247 Cal.Rptr. 865;

Choice-In-Education League v. Los Angeles Unified School
District (1993) 17 Cal.App.4th 415, 21 Cal.Rptr.2d 303
(Amici Curiae for Education Legal Alliance for the Los Angeles
Unified School District);

Gallup v. Alta Loma School District Board of Trustees (1996) 41
Cal.App.4th 1571, 49 Cal.Rptr.2d 289;

Summerfield v. Windsor Unified School District
(2002) 95 Cal.App.4th 1026, 116 Cal.Rptr.2d 233 (Amici Curiae
for the Education Legal Alliance);

Culbertson v. San Gabriel Unified School District
(2004) 121 Cal.App.4th 1392, review denied 2004 Cal. Lexis
(Amici Curiae for the Education Legal Alliance);

Bakersfield Elementary Teachers Association v. Bakersfield City
School District (2006) 145 Cal.App.4th 1260 (Amici Curiae for
the Education Legal Alliance);

Corales, et al., v. Bennett, et al. Ninth Circuit Case No: 07-
55892, D.C. No. CV-06-00849-SGL;

North Orange County Regional Occupational Program v. Regional
Occupational Program Educational Association of North Orange
County CTA/NEA - PERB Decision No. 857;

Temple City Educators Association CTA/NEA v. Temple City USD -
PERB Decision No. 1972;

Castaic Union School District v. California School Employees
Association, Chapter 401 - PERB Order No. Ad-384; and

Scott B. v. Board of Trustees of Orange County High School of
the Arts (2013) 217 Cal.App.4th 117.

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ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 7, 2023

TO: Nina Boyd, Deputy Superintendent of Operations

FROM: Ramon Miramontes, Ed.D., Deputy Superintendent of Educational Services

SUBJECT: Acceptance of Orange County School Districts' Supervisors of Attendance 2022-2023

BACKGROUND:

Under California Education Code 48245, each school district is required to have a certified supervisor of attendance. This code requires that the county board of education certify local district attendance supervisors annually.

To support Orange County districts, the Orange County Department of Education provides a Student Attendance Review Board (SARB) course that meets these certification requirements. Individuals are considered certified as demonstrated by meeting or exceeding 80% (eighty percent) proficiency on the summative assessment. OCDE requires that district attendance supervisors complete the training to recertify at least every 3 years. Although not required, some districts have multiple staff certified through this process.

Attached is a list of district supervisors of attendance who completed the training since the County Board's last approval on September 7, 2022, with the date each completed the certification training and the date that recertification is due.

RECOMMENDATION:

Accept the Supervisors of Attendance for the Orange County School Districts 2022-2023.

Supervisors of Attendance

District	Name	Certification Date	Expiration Date (Certification good through)
Los Alamitos Unified School District	Jerry Friedman, Ed.D., <i>Director of Safety & Student Services</i>	10/5/2022	October 2025
Orange County Department of Education	Terrance J. Dunn, <i>Coordinator, Student Services</i>	10/5/2022	October 2025
Anaheim Union High School District	Joseph Saldana, <i>Program Administrator I</i>	10/12/2022	October 2025



MEMO

ORANGE COUNTY DEPARTMENT OF EDUCATION

May 23, 2023

To: Members, Orange County Board of Education
From: Orange County Department of Education Charter Schools Unit
Re: Staff Recommendations and Findings – Vista Heritage Global Academy Material Revision

I. INTRODUCTION

The following is a summary of the review conducted by Orange County Department of Education staff of the material revisions requested by Vista Heritage Global Academy in compliance with Education Code section 47607, and recommendations for consideration by the Orange County Board of Education (the Board).

II. BACKGROUND

Vista Heritage Global Academy serves students in grades six through twelve and is located within the boundaries of Santa Ana Unified School District. On March 2, 2023, Vista Heritage Global Academy submitted material revision requests to remove grades nine through twelve from the charter petition and add an enrollment preference for pupils who currently attend or reside in the elementary school attendance area where the school is physically located. A public hearing was held on April 12, 2023, to consider the level of support for the material revisions.

III. LEGAL STANDARD

Material revisions of charter schools are governed by the standards and criteria described in Education Code section 47605 and shall include, but not be limited to, reasonably comprehensive descriptions of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed. Per education code, priority order for enrollment preferences shall be determined in the charter petition, and the chartering authority shall approve each type of enrollment preference at a public hearing.

IV. SUMMARY OF FINDINGS

Orange County Department of Education staff determined that the revised Vista Heritage Global Academy charter petition meets the standards outlined in Education Code section 47605. This material revision is consistent with the approval of Vista Meridian Global Academy, which will begin serving high school students during the 2023-24 school year. Additionally, no dissenting

public comments were made regarding the proposed enrollment preference during the public hearing held on April 12, 2023.

V. STAFF RECOMMENDATION

Orange County Department of Education staff recommend that the Board approve Vista Heritage Global Academy material revision requests to remove grades nine through twelve and approve the enrollment preferences delineated in the revised charter petition.

VI. CONCLUSION

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

- Option One: Approve the material revisions to remove grades nine through twelve from the charter petition and approve the revised enrollment preferences in the order delineated in the charter petition.
- Option Two: Approve the material revisions with conditions. This action would result in approval of the revised charter petition and require the charter school to address concerns raised by the Board by established timelines.
- Option Three: Deny one or both of the material revisions.

* * *

**ORANGE COUNTY BOARD OF
BOARD AGENDA IT**

Item: Charter Schools #8
June 7, 2023
[X] Mailed [] Distributed at meeting



DATE: June 7, 2023
TO: Nina Boyd, Deputy Superintendent of Operations
FROM: Aracely Chastain, Director, Charter Schools Unit
SUBJECT: Board Action – Vista Heritage Global Academy Material Revisions

DESCRIPTION:

On March 2, 2023, Vista Heritage Global Academy submitted material revisions requesting to remove grades nine through twelve from the charter petition and amend the school's enrollment preferences to include pupils who currently attend or reside in the elementary school attendance area where the school is physically located.

Orange County Board of Education (the Board) held a public hearing on April 12, 2023 to consider the level of support for the material revisions. A public hearing to grant or deny the material revisions will take place on June 7, 2023, prior to Board action.

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

- Option One: Approve the material revisions to remove grades nine through twelve from the charter petition and approve the revised enrollment preferences in the order delineated in the charter petition.
 - Option Two: Approve the material revisions with conditions. This action would result in approval of the revised charter petition and require the charter school to address concerns raised by the Board by established timelines.
 - Option Three: Deny one or both of the material revisions.
-

RECOMMENDATION:

Orange County Department of Education staff recommend that the Board approve Vista Heritage Global Academy material revision requests to remove grades nine through twelve and approve the enrollment preferences delineated in the revised charter petition.

**ORANGE COUNTY BOARD OF
BOARD AGENDA ITI**

Item: Charter Schools #9
June 7, 2023
[X] Mailed [] Distributed at meeting



DATE: June 7, 2023
TO: Nina Boyd, Deputy Superintendent of Operations
FROM: Aracely Chastain, Director, Charter Schools Unit
SUBJECT: Public Hearing – Sycamore Creek Community Charter School II Countywide Charter Petition

DESCRIPTION:

On May 1, 2023, Sycamore Creek Community Charter School, a California nonprofit public benefit corporation, submitted a countywide charter school petition to operate Sycamore Creek Community Charter School II. The charter school proposes to operate a classroom-based program serving students TK through grade 12.

RECOMMENDATION:

Pursuant to California Education Code 47605.6, on June 7, 2023, the Orange County Board of Education will hold a public hearing on the provisions of the Sycamore Creek Community Charter School II petition and consider the level of support for the charter school at the June 7, 2023 board meeting.

June 7, 2023

☒ Mailed ☐ Distributed at meeting



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 7, 2023

TO: Nina Boyd, Deputy Superintendent

FROM: Jorge Valdes, Esq., Trustee Area 1

SUBJECT: New Board Policy

RECOMMENDATION:

Board policy on Decorum at Board Meetings.

ORANGE COUNTY DEPARTMENT OF EDUCATION
Costa Mesa, California

DECORUM POLICY

100-____

The Orange County Board of Education ("Board") recognizes that the First Amendment to the United State Constitution preserves the right of the public to attend public government meetings and ask critical questions of government officers. However, the right to appear at public meetings and speak is not absolute, and government may adopt reasonable regulations to protect its legitimate interest in conducting an orderly public meeting.

WHEREAS, California Government Code ("Government Code") §54954.3(a) provides in relevant part: "every agenda for regular meetings shall provide an opportunity for members of the public to directly address the legislative body on any item of interest to the public, before or during the legislative body's consideration of the item, that is within the subject matter jurisdiction of the legislative body, provided that no action shall be taken on any item not appearing on the agenda unless the action is otherwise authorized by subdivision (b) of Section 54954.2."

WHEREAS, Government Code §54954.3(b)(1) provides: "(b)(1) The legislative body of a local agency may adopt reasonable regulations to ensure that the intent of subdivision (a) is carried out, including, but not limited to, regulations limiting the total amount of time allocated for public testimony on particular issues and for each individual speaker."

WHEREAS, Government Code §54957.9 provides: "In the event that any meeting is willfully interrupted by a group or groups of persons so as to render the orderly conduct of such meeting unfeasible and order cannot be restored by the removal of individuals who are willfully interrupting the meeting, the members of the legislative body conducting the meeting may order the meeting room cleared and continue in session. Only matters appearing on the agenda may be considered in such a session. Representatives of the press or other news media, except those participating in the disturbance, shall be allowed to attend any session held pursuant to this section. Nothing in this section shall prohibit the legislative body from establishing a procedure for readmitting an individual or individuals not responsible for willfully disturbing the orderly conduct of the meeting."

WHEREAS, Government Code §54957.95(a) provides: "in addition to authority exercised pursuant to Sections 54954.3 and 54957.9, the presiding member of the legislative body conducting a meeting or their designee may remove, or cause the removal of, an individual for disrupting the meeting. (2) Prior to removing an individual, the presiding member or their designee shall warn the individual that their behavior is disrupting the meeting and that their failure to cease their behavior may result in their removal. The presiding member or their designee may then remove the individual if they do not promptly cease their disruptive behavior. This paragraph does not apply to any behavior described in subparagraph (B) of paragraph (1) of subdivision (b)."

WHEREAS, Government Code §54957.95(b) defines disruptive behavior as follows:
“‘Disrupting’ means engaging in behavior during a meeting of a legislative body that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting and includes, but is not limited to, one of the following: (A) A failure to comply with reasonable and lawful regulations adopted by a legislative body pursuant to Section 54954.3 or any other law; (B) Engaging in behavior that constitutes use of force or a true threat of force.”¹

WHEREAS, California Penal Code §403 provides: “Every person who, without authority of law, willfully disturbs or breaks up any assembly or meeting that is not unlawful in its character, other than an assembly or meeting referred to in Section 302 of the Penal Code or Section 18340 of the Elections Code, is guilty of a misdemeanor.”

RULES OF DECORUM

In accordance with the authority set forth above, by this policy, the Board establishes the following Rules for Board Meeting Decorum (“Rules of Decorum”):

1. Meeting shall be conducted in an orderly manner to ensure the public has a full and fair opportunity to be heard.
2. Board members shall preserve and exhibit civility and decorum. A Board member shall not by conversation, or other means, delay or interrupt proceedings or disturb any other Board member while speaking.
3. County Superintendent of Schools staff and employees (“staff member(s)”) shall endeavor to observe the same Rules of Decorum set forth in this Board Policy (100-___).
4. Meeting attendees and members of the public shall:
 - a. Refrain from making personal, impertinent, slanderous or profane remarks directed at any Board member, staff member or meeting attendee;
 - b. Refrain from engaging in disorderly, disruptive, disturbing, delaying or boisterous conduct, including, but not limited to: (1) loud, threatening or abusive language; (2) whistling; (3) clapping; (4) foot stomping or any other act which interrupts, disturbs or delays the orderly conduct of the Board meeting.

¹ “True threat of force” means a threat that has sufficient indicia of intent and seriousness, that a reasonable observer would perceive it to be an actual threat to use force by the person making the threat. (Government Code §54957.95(b)(2))

RESPONSE TO DISRUPTIVE BEHAVIOR

In the event an individual or group engages in disruptive behavior as defined above, the Board President may respond as follows:

1. Warn the group or individual(s) that if their conduct is not promptly ceased, they may be removed from the Board meeting.
2. Gavel out of the meeting and have the Board meeting room cleared and continued in session as set forth in Government Code §54957.95(a).²
3. Direct security personnel to remove the individual(s) or group from the Board meeting that have violated the Rules of Decorum.
4. The Board President shall exercise his/her discretion if and when it is prudent to readmit an individual or individuals not responsible for willfully disturbing the orderly conduct of the meeting.

ENFORCEMENT PERSONNEL

It is and shall be the Board's policy to have an Orange County Sheriff's Department Deputy Sheriff(s) present each regular, special, and/or emergency meeting to ensure public safety. It is further the policy of the Board to engage private security personnel at every regular, special, and/or emergency meeting to enforce Board Policy 100-____.

NOTICE

Board Policy 100-____ shall be posted prominently at all regular, special, and/or emergency Board meetings.

² Pursuant to the Ralph M. Brown Act, media shall be allowed to remain in the Board meeting and the Board shall discuss only matters appearing on the agenda.



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 7, 2023
TO: Nina Boyd, Deputy Superintendent
FROM: Lisa Sparks Ph.D., Board President
Tim Shaw, Board Vice President

SUBJECT: Board Policy 100-11

RECOMMENDATION:

Board discussion of election of officers pursuant to Board Policy 100-11.

Election, Power, and Duties of Board President and Board Vice President

1. **Annual Election of President and Vice President.** At its regularly scheduled meeting during the month of July of each year, the Board shall nominate and elect from its membership a President, Vice President, and Board Clerk to serve until the election of their successors.
2. **Powers and Duties of the President.** The President, when present, shall preside at all meetings of the Board and shall take the President's Chair at the hour appointed for every Board meeting and Shall immediately call the members to order and, except in the absence of a quorum, shall proceed with the business of the Board in the manner Prescribed by these Rules. The President shall preserve order and decorum, and shall decide all questions of order.
3. **Powers and Duties of the Vice President.** When the President is unable to act at a Board meeting or is absent from a Board meeting, the Vice President shall exercise all the powers and duties of the President and shall be considered to be the Acting President.
4. **Powers and Duties of the Board Clerk.** The Board clerk shall sign all board approved Resolutions, and the annual OCDE Budget that is submitted to the state Superintendent of Public Instruction in the event the Orange Superintendent of Education as ex-officio member of the board is absent, sick, deceased or voluntarily does not sign on a timely basis the approved Orange County Board of Education adopted OCDE Budget.
4. **Selection of President Pro Tem.** When the President and Vice President are unable to act at a Board meeting or are absent from a Board meeting, the remaining Board members present, if there is a quorum, shall, by an order entered into the minutes, select one of their members to act as President Pro Tem for that meeting. The President Pro Tem shall have and exercise all of the powers and duties of the President during the President's absence or inability to act from the Board meeting. The President Pro Tem shall be considered to be the Acting Board President only for that meeting.

Reference:

Adopted: 09/03/2014
Revised: 06/03/2020

June 7, 2023

☒ Mailed ☐ Distributed at meeting



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 7, 2023

TO: Nina Boyd, Deputy Superintendent

FROM: Lisa Sparks Ph.D., Board President

SUBJECT: AB 764

RECOMMENDATION:

Board discussion and position on AB 764.

4/25/2023 - ASSEMBLY Local Government (Based on text dated 4/11/2023)
SUPPORT

- American Federation of State, County and Municipal Employees
- Ella Baker Center for Human Rights
- League of Women Voters of California
- Silicon Valley Community Foundation
- Lawyers' Committee for Civil Rights of the San Francisco Bay Area
- Community Health Councils
- Central Coast Alliance United for a Sustainable Economy
- Asian Law Caucus
- Alliance San Diego
- Peninsula Family Service
- Voices for Progress
- Young Women's Freedom Center
- League of Women Voters California
- Initiate Justice
- Indivisible CA StateStrong
- Indivisible Marin
- San Francisco Rising
- The Resistance Northridge-Indivisible
- Common Cause - California
- Secure Justice
- Thrive, The Alliance Of Nonprofits For San Mateo County
- Courage California
- Communities United for Restorative Youth Justice (CURYJ)
- AAPIs for Civic Empowerment Education Fund
- Inland Equity Partnership
- ACLU California Action
- California Environmental Voters (formerly CLCV)
- The Santa Monica Democratic Club
- Initiate Justice Action
- Catalyst California
- OC Action
- Alameda County Coalition for Fair Redistricting
- Oakland Rising Action
- Communities for A New California (CNC)

OPPOSE

- California State Association of Counties
- Urban Counties of California (unless amended)
- Rural County Representatives of California (unless amended)

AB 764 - (A) How It Amends the Law

SECTION 1.

Section 35 of the Code of Civil Procedure, as amended by Section 1 of Chapter 745 of the Statutes of 2022, is amended to read:

35.

(a) Proceedings in cases involving the registration or denial of registration of voters, the certification or denial of certification of candidates, the certification or denial of certification of ballot measures, election contests, ~~and~~ actions under Section 20010 of the Elections *Code, and actions under Chapter 2 (commencing with Section 21100) of Division 21 of the Elections Code* shall be placed on the calendar in the order of their date of filing and shall be given precedence.

(b) This section shall remain in effect only until January 1, 2027, and as of that date is repealed, unless a later enacted statute, that is enacted before January 1, 2027, deletes or extends that date.

SEC. 2.

Section 35 of the Code of Civil Procedure, as amended by Section 2 of Chapter 745 of the Statutes of 2022, is amended to read:

35.

(a) Proceedings in cases involving the registration or denial of registration of voters, the certification or denial of certification of candidates, the certification or denial of certification of ballot measures, ~~and election contests~~ *election contests, and actions under Chapter 2 (commencing with Section 21100) of Division 21 of the Elections Code* shall be placed on the calendar in the order of their date of filing and shall be given precedence.

(b) This section shall become operative January 1, 2027.

SEC. 3.

Section 1002 of the Education Code is amended to read:

1002.

(a) Upon being so requested by the county board of education, the county committee on school district organization, by a two-thirds vote of the members, may either change the boundaries of any or all of the trustee areas of the ~~county~~ *county pursuant to Chapter 2 (commencing with Section 21100) of Division 21 of the Elections Code*, or propose to increase or decrease the number of members of the county board of education, or both. ~~The trustee areas shall be as nearly equal in population as may be, except that in establishing or changing the boundaries of the trustee areas the county committee may give consideration to the following factors:~~

~~(1) Topography.~~

~~(2) Geography.~~

~~(3) Cohesiveness, contiguity, integrity, and compactness of territory.~~

~~(4) Community of interests of the trustee areas.~~

~~In any event, the county committee shall ensure that trustee areas are as nearly equal in population as practicable.~~

(b) Following each decennial federal census, ~~and using population figures validated by the Demographic Research Unit of the Department of Finance as a basis, the~~ the county committee shall adjust the boundaries of any or all of the trustee areas of the county board of education as necessary to meet the population criteria set forth in subdivision (a). *adopt trustee area boundaries pursuant to Chapter 2 (commencing with Section 21100) of Division 21 of the Elections Code.*

(c) ~~Changes in~~ Except as to the redistricting deadline provided in Section 21140 of the Elections Code, *changes in* trustee area boundaries or a proposed reduction in the number of county board of education members shall be made in writing and filed with the county board of supervisors not later than the first day of March of any school year.

(d) ~~In those counties in which the election of members of county boards of education are required to be held on the same date as prescribed for the election of members of governing boards of school districts, as provided in Section 1007, the county committees on school district organization shall fix the boundaries of trustee areas, insofar as possible, to coincide with the boundaries of school districts. Whenever the boundaries of trustee areas are changed so as to be coterminous with those of supervisorial districts of the county, excluding any part of a trustee area that is outside of the county pursuant to Section 1001, the election for members of the county board of education shall be consolidated with the countywide election.~~

(e) Whenever the ~~boundaries of trustee areas are changed so as to~~ number of members of the county board of education elected by single-member trustee area is equal to the number of county supervisors elected by single-member supervisorial district, the trustee areas shall be coterminous with those of the supervisorial districts of the county. ~~the election for members~~ county and the county committee shall not redistrict the trustee areas, except that the county committee shall assign for voting purposes a trustee area to qualified electors residing outside of the county ~~board of education shall be consolidated with the countywide election.~~ as provided in Section 1001.

(f) (1) *Where the governing board of a county unified school district or a unified or elementary school district that includes all of the territory over which a county superintendent of schools has jurisdiction serves as the county board of education pursuant to subdivision (a) of Section 1000, and where the number of members of the governing board elected by single-member trustee area is equal to the number of county supervisors elected by single-member supervisorial district, notwithstanding any other law, trustee areas shall be established pursuant to subdivision (e).*

(2) *Where the governing board of a county unified school district or a unified or elementary school district that includes all of the territory over which a county superintendent of schools has jurisdiction serves as the county board of education pursuant to subdivision (a) of Section 1000, and where the number of members of the governing board elected by single-member trustee area is not equal to the number of county supervisors elected by single-member supervisorial district, trustee areas shall be established pursuant to Article 1 (commencing with Section 5000) of Chapter 1 of Part 4 and not pursuant to this article.*

SEC. 4.

Section 1005 of the Education Code is repealed.

~~1005.~~

~~The boundaries of any trustee area shall not at any time be changed so as to affect the term of office of any member of the county board of education who has been elected and whose term of office has not expired.~~

SEC. 5.

Section 1005 is added to the Education Code, to read:

1005.

(a) Notwithstanding subdivision (a) of Section 1000, the term of office of any member of a county board of education who has been elected and whose term of office has not expired shall not be affected by any change in the boundaries of the area from which the member was elected and that member shall continue to represent the constituents residing in the area boundaries from which the member was elected for the duration of that term of office. This section does not prevent a board from assigning a trustee or county office of education official to provide constituent services to residents of an area that is temporarily not represented by a trustee due to redistricting.

(b) At the first election for a member of the county board of education following adoption of the boundaries of trustee areas, excluding a special election to fill a vacancy or a recall election, a member shall be elected for each area under the new trustee area plan that has the same district number as a trustee area whose incumbent's term is due to expire.

(c) For a county board of education employing both a primary and a general election, a change in the boundaries of a trustee area shall not be made between the direct primary election and the general election.

SEC. 6.

Section 5019 of the Education Code is amended to read:

5019.

(a) (1) In any school district or community college district, the county committee on school district organization may establish trustee areas, rearrange the boundaries of trustee areas, abolish trustee areas, and increase to seven from five, or decrease from seven to five, the number of members of the governing board, or adopt one of the alternative methods of electing governing board members specified in Section 5030.

(2) For any school district whose average daily attendance during the preceding year was less than 300, the county committee on school district organization may decrease from five to three the number of members of the governing board, or adopt one of the alternative methods of electing governing board members specified in Section 5030.

(3) Notwithstanding paragraph (1), the county committee on school district organization shall not rearrange trustee area boundaries in a school district or community college district that has established a hybrid or independent redistricting commission for this purpose pursuant to Section 23003 of the Elections Code, the charter of a city or city and county, or a legal settlement.

(b) The county committee on school district organization may establish or abolish a common governing board for a high school district and an elementary school district within the boundaries of the high school district. The resolution of the county committee on school district organization approving the establishment or abolition of a common governing board shall be presented to the electors of the school districts as specified in Section 5020.

(c) (1) A proposal to make the changes described in subdivision (a) or (b) may be initiated by the county committee on school district organization or made to the county committee on school district organization either by a petition signed by 5 percent or 50, whichever is less, of the qualified registered voters residing in a district in which there are 2,500 or fewer qualified registered voters, by 3 percent or 100, whichever is less, of the qualified registered voters residing in a district in which there are 2,501 to 10,000 qualified registered voters, by 1 percent or 250, whichever is less, of the qualified registered voters residing in a district in which there are 10,001 to 50,000 qualified registered voters, by 500 or more of the qualified registered voters residing in a district in which there are 50,001 to 100,000 qualified registered voters, by 750 or more of the qualified registered voters residing in a district in which there are 100,001 to 250,000 qualified registered voters, or by 1,000 or more of the qualified registered voters residing in a district in which there are 250,001 or more qualified registered voters or by resolution of the governing board of the district. For this purpose, the necessary signatures for a petition shall be obtained within a period of 180 days before the submission of the petition to the county committee on school district organization, and the number of qualified registered voters in the district shall be determined pursuant to the most recent report submitted by the county elections official to the Secretary of State under Section 2187 of the Elections Code.

(2) When a proposal is made pursuant to paragraph (1), the county committee on school district organization shall call and conduct at least one hearing in the district on the matter. At the conclusion of the hearing, the county committee on school district organization shall approve or disapprove the proposal.

(d) If the county committee on school district organization approves pursuant to subdivision (a) the rearrangement of the boundaries of trustee areas for a particular district, then the rearrangement of the trustee areas shall be effectuated for the next district election occurring at least 125 days after its approval, unless at least 5 percent of the registered voters of the district sign a petition requesting an election on the proposed rearrangement of trustee area boundaries. The petition for an election shall be submitted to the county elections official within 60 days of the proposal's adoption by the county committee on school district organization. If the qualified registered voters approve pursuant to subdivision (b) or (c) the rearrangement of the boundaries to the trustee areas for a particular district, the rearrangement of the trustee areas shall be effective for the next district election occurring at least 125 days after its approval by the voters.

(e) Trustee areas shall comply with the requirements and criteria of Section 21130 of the Elections Code.

SEC. 7.

Section 5019.5 of the Education Code is amended to read:

5019.5.

(a) Following each decennial federal census, ~~and using population figures as validated by the Demographic Research Unit of the Department of Finance as a basis, the~~ *the* governing board of each school district or community college district in which trustee areas have been ~~established, and in which each trustee is elected by the residents of the area the trustee represents, shall adjust the boundaries of any or all of the trustee areas of the district so that one or both of the following conditions is satisfied:~~ *established shall adopt trustee area boundaries pursuant to Chapter 2 (commencing with Section 21100) of Division 21 of the Elections Code.*

~~(1) (b) The~~ *Notwithstanding subdivision (a) of Section 21130 of the Elections Code, if a school district or community college district has one or more multiple-member trustee areas, the governing board shall adopt the boundaries of the areas of the district so that the* population of each area ~~is, as nearly as may be,~~ *is substantially* the same proportion of the total population of the district as the ratio that the number of governing board members elected from the area bears to the total number of members of the governing ~~board.~~ *board, as required by the United States Constitution. Substantial proportionality of*

population shall be based on the total population of residents as provided in paragraphs (1) and (2) of subdivision (a) of Section 21130 of the Elections Code.

~~(2) The population of each area is, as nearly as may be, the same proportion of the total population of the district as each of the other areas.~~

~~(b) The boundaries of the trustee areas shall be adjusted by the governing board of each school district or community college district, in accordance with subdivision (a), before the first day of March of the year following the year in which the results of each decennial census are released. If the governing board fails to adjust the boundaries before the first day of March of the year following the year in which the results of each decennial census are released, the county committee on school district organization shall do so before the 30th day of April of the same year.~~

~~The governing board of the school district or community college district shall reimburse all reasonable costs incurred by a county committee in adjusting the boundaries pursuant to this subdivision.~~

~~(c) Except to the extent that the adjustment of trustee area boundaries is necessary for the purposes set forth in this section, as provided in subdivision (a),~~ the authority to establish or abolish trustee areas, rearrange the boundaries of trustee areas, increase or decrease the number of members of the governing board, or adopt any method of electing governing board members may be exercised only as otherwise provided under this ~~article.~~ *article and Division 21 (commencing with Section 21000) of the Elections Code, as applicable.*

SEC. 8.

Section 5019.7 of the Education Code is repealed.

~~5019.7.~~

~~Section 5019.5 shall not apply to multiple-campus community college districts with campuses in more than one county.~~

SEC. 9.

Section 5020 of the Education Code is amended to read:

5020.

(a) (1) The resolution of the county committee approving a proposal to establish or abolish trustee areas, to adopt one of the alternative methods of electing governing board members specified in Section 5030, or to increase or decrease the number of members of the governing board shall constitute an order of election, and the proposal shall be presented to the electors of the district not later than the next succeeding election for members of the governing board.

(2) Notwithstanding paragraph (1), a county committee may, by resolution, approve a proposal to establish trustee areas and to elect governing board members using district-based elections, as defined in subdivision (b) of Section 14026 of the Elections Code, without being required to submit the resolution to the electors of the district for approval. A resolution adopted pursuant to this paragraph shall include a declaration that the change in the method of electing members of the governing body is being made in furtherance of the purposes of the California Voting Rights Act of 2001 (Chapter 1.5 (commencing with Section 14025) of Division 14 of the Elections Code). The resolution shall take effect upon adoption and shall govern all elections for governing board members occurring at least 125 days after the adoption of the resolution.

(b) If a petition requesting an election on a proposal to rearrange trustee area boundaries is filed, containing at least 5 percent of the signatures of the district's registered voters as determined by the elections official, the proposal shall be presented to the electors of the district, at the next succeeding election for the members of the governing board, at the next succeeding statewide primary or general election, or at the next succeeding regularly scheduled election at which the electors of the district are otherwise entitled to vote if there is sufficient time to place the issue on the ballot. *The rearranged trustee areas shall comply with the criteria and requirements in Section 21130 of the Elections Code.*

(c) If a petition requesting an election on a proposal to establish or abolish trustee areas, to increase or decrease the number of members of the board, or to adopt one of the alternative methods of electing governing board members specified in Section 5030 is filed, containing at least 10 percent of the signatures of the district's registered voters as determined by the elections official, the proposal shall be presented to the electors of the district, at the next succeeding election for the members of the governing board, at the next succeeding statewide primary or general election, or at the next succeeding regularly scheduled election at which the electors of the district are otherwise entitled to vote if there is sufficient time to place the issue on the ballot. Before the proposal is presented to the electors, the county committee on school district organization may call and conduct one or more public hearings on the proposal.

(d) The resolution of the county committee approving a proposal to establish or abolish a common governing board for a high school and an elementary school district within the boundaries of the high school district shall constitute an order of election. The proposal shall be presented to the electors of the district at the next succeeding statewide primary or general election, or at the next succeeding regularly scheduled election at which the electors of the district are otherwise entitled to vote if there is sufficient time to place the issue on the ballot.

(e) For each proposal there shall be a separate proposition on the ballot. The ballot shall contain the following words:

"For the establishment (or abolition or rearrangement) of trustee areas in ____ (insert name) School District—Yes" and "For the establishment (or abolition or rearrangement) of trustee areas in ____ (insert name) School District—No."

"For increasing the number of members of the governing board of ____ (insert name) School District from five to seven—Yes" and "For increasing the number of members of the governing board of ____ (insert name) School District from five to seven—No."

"For decreasing the number of members of the governing board of ____ (insert name) School District from seven to five—Yes" and "For decreasing the number of members of the governing board of ____ (insert name) School District from seven to five—No."

"For the election of each member of the governing board of the ____ (insert name) School District by the registered voters of the entire ____ (insert name) School District—Yes" and "For the election of each member of the governing board of the ____ (insert name) School District by the registered voters of the entire ____ (insert name) School District—No."

"For the election of one member of the governing board of the ____ (insert name) School District residing in each trustee area elected by the registered voters in that trustee area—Yes" and "For the election of one member of the governing board of the ____ (insert name) School District residing in each trustee area elected by the registered voters in that trustee area—No."

"For the election of one member, or more than one member for one or more trustee areas, of the governing board of the ____ (insert name) School District residing in each trustee area elected by the registered voters of the entire ____ (insert name) School District—Yes" and "For the election of one member, or more than one member for one or more trustee areas, of the governing board of the ____ (insert name) School District residing in each trustee area elected by the registered voters of the entire ____ (insert name) School District—No."

“For the establishment (or abolition) of a common governing board in the ____ (insert name) School District and the ____ (insert name) School District—Yes” and “For the establishment (or abolition) of a common governing board in the ____ (insert name) School District and the ____ (insert name) School District—No.”

(f) If more than one proposal appears on the ballot, all must carry in order for any to become effective, except as follows:

(1) A proposal to adopt one of the methods of election of board members specified in Section 5030 that is approved by the voters shall become effective unless a proposal that is inconsistent with that proposal has been approved by a greater number of voters.

(2) An inconsistent proposal approved by a lesser number of voters than the number which have approved a proposal to adopt one of the methods of election of board members specified in Section 5030 shall not be effective.

SEC. 10.

Section 5021 of the Education Code is amended to read:

5021.

(a) If a proposal for the establishment of trustee areas formulated under Sections 5019 and 5020 is approved by a majority of the voters voting at the election, or by the county committee on school district organization when no election is required, any affected incumbent board member shall serve out the board member's term of office and succeeding board members shall be nominated and elected in accordance with Section 5030. If two or more trustee areas are established at an election that are not represented in the membership of the governing board of the school ~~district~~, *district* or community college ~~district~~ *district*, the county committee shall determine by lot the trustee area from which the nomination and election for the next vacancy on the governing board shall be made.

(b) If a proposal for rearrangement of boundaries is approved by a majority of the voters voting on the measure, or by the county committee when no election is required, *or by the board*, and if the boundary changes affect the board membership, any affected incumbent board member shall serve out the board member's term of office and ~~succeeding~~ *that member shall continue to represent the constituents residing in the area boundaries from which the member was elected for the duration of that term of office. Succeeding* board members shall be nominated and elected in accordance with Section 5030. *This section does not prevent a board from assigning a trustee or school district or community college district official to provide constituent services to residents of an area that is temporarily not represented by a trustee due to redistricting.*

(c) If a proposal for abolishing trustee areas is approved by a majority of the voters voting at the election, the incumbent board members shall serve out their terms of office and succeeding board members shall be nominated and elected at large from the district.

SEC. 11.

Section 5023 of the Education Code is amended to read:

5023.

(a) Whenever an elementary, high ~~school~~ *school*, or unified school ~~district~~ *district*, or a portion of any such ~~district~~ *district*, is annexed to another school district in which trustee areas have been ~~established~~ *established*, the county committee on school district organization of the county having

jurisdiction over the annexing district shall study and make recommendations with respect to trustee areas of the annexing district as enlarged. *If the recommendations include moving territory from an existing trustee area in the annexing district to another trustee area of the annexing district, the recommendations shall comply with the criteria and requirements in Section 21130 of the Elections Code.* Procedures contained in Section 5019 shall be used for purposes of this section.

(b) Recommendations adopted under provisions of subdivision (a), if approved by the electors, shall become effective on the same date that the annexing district as enlarged becomes effective for all purposes.

SEC. 12.

Section 5027 of the Education Code is amended to read:

5027.

~~Whenever the~~ *Notwithstanding Section 5019, Section 5019.5, or Chapter 2 (commencing with Section 21100) of Division 21 of the Elections Code, whenever the* boundaries of a county high school district are coterminous with the boundaries of a county, the board shall consist of one member from each supervisorial district in the county elected at large from the ~~district.~~ *district, and the high school district shall not go through a redistricting process separate from the process for redistricting the county board of supervisors.*

SEC. 13.

Section 5028 of the Education Code is amended to read:

5028.

In every community college district ~~which~~ *that* was divided into five ~~wards-~~ *trustee areas* on or before September 7, 1955, one member of the board shall be elected from each ~~ward-~~ *trustee area* by the registered voters of the ~~ward.~~ *On or before January 1st of a fiscal year-* *trustee area. Following each federal decennial census,* the governing board ~~of the district may rearrange the boundaries of the wards to provide for representation in accordance with population and geographic factors or may abolish the wards.~~ *shall, by resolution, adopt boundaries for all of the trustee areas pursuant to Chapter 2 (commencing with Section 21100) of Division 21 of the Elections Code.*

SEC. 14.

Chapter 2 (commencing with Section 21100) is added to Division 21 of the Elections Code, to read:

CHAPTER 2. Fair And Inclusive Redistricting for Municipalities And Political Subdivisions (FAIR MAPS) Act of 2023

21100.

(a) This chapter shall be known and may be cited as the Fair And Inclusive Redistricting for Municipalities And Political Subdivisions (FAIR MAPS) Act of 2023.

(b) In enacting this chapter, the Legislature finds and declares all of the following:

(1) The California Constitution guarantees to the people equal protection of the law and provides that the Legislature shall prohibit improper practices that affect elections.

(2) Ensuring the integrity, fairness, transparency, and accessibility of the local redistricting process is a matter of statewide interest and concern.

(3) Prohibiting discriminatory local redistricting practices is a matter of statewide interest and concern.

(4) Protecting the people from unrepresentative and delusive local electoral systems is a matter of statewide interest and concern.

(5) As a result of changes to state law governing the city and county redistricting process that were included in the FAIR MAPS Act (Chapter 557 of the Statutes of 2019), the adjustment of district boundaries in cities and counties during the 2020 redistricting cycle was more transparent, participatory, and representative than in prior years.

(6) Notwithstanding these improvements to the redistricting process, research evaluating the 2020 redistricting cycle demonstrates that improvements to the FAIR MAPS Act are necessary to address ambiguities, loopholes, and deficiencies in the legislation that prevented the law's important goals from being fully realized.

(7) This chapter addresses a matter of statewide concern rather than a municipal affair as that term is used in Section 5 of Article XI of the California Constitution. Therefore, this chapter applies to all cities, including charter cities, except as specified.

(c) The purpose of this chapter is to do all of the following:

(1) Implement the guarantees of the California Constitution, including Sections 2, 3, and 7 of Article I and Sections 1, 2, 3, and 4 of Article II.

(2) Ensure the integrity, fairness, transparency, and accessibility of the local redistricting process, prohibit discriminatory local redistricting practices, and protect the people from unrepresentative and delusive local electoral systems.

(3) Establish requirements to ensure minimum standards of transparency and accessibility in the local redistricting process so that the public is able to provide information to assist their local governments in adopting fair and equitable district maps.

(4) Establish mandatory destructing and redistricting criteria to promote fair and effective representation for all people, neighborhoods, and communities, and particularly for disadvantaged, historically marginalized, under-resourced, low-income, and underrepresented neighborhoods and communities.

(5) Establish ranked criteria that prioritize keeping whole neighborhoods and communities of interest together, facilitate political organization and constituent representation, and prohibit gerrymandering, including incumbent-protection gerrymandering.

(6) Provide a means for residents to hold their local governments accountable for conducting a fair and transparent redistricting process and adopting district maps that comply with this chapter.

(d) This chapter shall be liberally construed to effectuate its purposes.

21110.

For purposes of this chapter, the following terms have the following meanings:

(a) "Adopt" or "adoption" in regard to election district boundaries means the passage of an ordinance or resolution specifying those boundaries.

(b) "Applicable language" means the following:

(1) For a county or county office of education that is not a small education district, any language in which ballots are required to be provided in the county pursuant to Section 203 of the federal Voting Rights Act of 1965 (52 U.S.C. Sec. 10503).

(2) (A) For a city, any language that is spoken by a group of city residents with limited English proficiency who constitute 3 percent or more of the city's total population over four years of age for whom language can be determined.

(B) To determine the applicable languages for each city, in 2030 and in each year ending in the number zero thereafter, the Secretary of State, in consultation with the database developed in accordance with subdivision (b) of Section 8253 of the Government Code, shall request a special tabulation from the United States Census Bureau of the most recent data on limited English proficiency from the bureau's American Community Survey that satisfies subparagraph (A). If the bureau is unable to produce that data, the Secretary of State shall base the Secretary of State's determination on the table from the American Community Survey enumerating the number of residents with limited English proficiency that has the largest number of languages included, that is publicly available, and that was produced within the previous 10 years.

(3) For a school district that is not a small education district, any language in which a school within the district is required to provide translated materials pursuant to Section 48985 of the Education Code.

(4) For a community college district that is not a small education district, any language that qualifies as an applicable language pursuant to paragraph (1) for a county in which the community college district is located.

(5) For a special district or a small education district, no applicable language shall be required under this chapter.

(c) "Election district" means an election district of the legislative body, including a county supervisorial district, county board of education trustee area, city council district, school district trustee area, community college district trustee area, or a special district governing board division.

(d) "Legislative body" means a county board of supervisors, a county board of education, a city council, a governing board of a school district, a governing board of a community college district, or a governing board of a special district.

(e) "Local jurisdiction" means a county, a county office of education, a general law city, a charter city, a school district, a community college district, or a special district.

(f) "Small education district" means any of the following:

(1) A county office of education in a county that has a total population of fewer than 250,000 residents, as of the most recent census.

(2) A school district serving an area that has a total population of fewer than 250,000 residents, as of the most recent census.

(3) A community college district serving an area that has a total population of fewer than 250,000 residents, as of the most recent census.

(g) "Member," unless otherwise specified, means a member of a legislative body elected by or from districts, including a county supervisor, county board of education member, city council member, school district trustee, community college district trustee, or special district governing board member.

(h) "Districting body" means the body that has the power to adopt a legislative body's election districts, and which may include an independent redistricting commission.

This chapter applies to a county, county office of education, general law city, charter city, school district, community college district, or special district whose legislative body is elected by districts or from districts.

21130.

(a) Following or concurrent with the decision to establish district-based elections for a legislative body, or following each federal decennial census for a legislative body that is already elected using district-based elections, the districting body shall, by ordinance or resolution, adopt boundaries for all of the election districts of the legislative body so that the election districts shall be substantially equal in population as required by the United States Constitution.

(1) Population equality shall be based on the total population of residents of the local jurisdiction as determined by the most recent federal decennial census for which the redistricting data described in Public Law 94-171 are available.

(2) Notwithstanding paragraph (1), an incarcerated person, as that term is used in Section 21003, shall not be counted towards a local jurisdiction's population, except for an incarcerated person whose last known place of residence may be assigned to a census block in the local jurisdiction, if information about the last known place of residence for incarcerated persons is included in the computerized database for redistricting that is developed in accordance with subdivision (b) of Section 8253 of the Government Code, and that database is made publicly available.

(b) The districting body shall adopt election district boundaries that comply with the United States Constitution, the California Constitution, and the federal Voting Rights Act of 1965 (52 U.S.C. Sec. 10301 et seq.).

*(1) Consistent with the districting body's existing obligations under the federal Voting Rights Act, the districting body shall determine whether it is possible to create an election district or districts in which a minority group is sufficiently large and geographically compact to constitute a majority in a single-member district, as set forth in *Thornburg v. Gingles*, 478 U.S. 30 (1986), and as interpreted in case law regarding enforcement of the federal Voting Rights Act with respect to redistricting. The districting body shall publish on its redistricting web page, at a minimum, the results of its analysis within seven days of completing the analysis or prior to adopting election district boundaries, whichever occurs first.*

(2) If the districting body, consistent with its existing obligations under the federal Voting Rights Act, conducts an analysis to determine whether "racially polarized voting," as defined in case law regarding enforcement of the federal Voting Rights Act, exists in the local jurisdiction, the districting body shall publish on its redistricting web page, at a minimum, a summary of its analysis and findings within seven days of completing the analysis or prior to adopting election district boundaries, whichever occurs first.

(c) The districting body shall adopt election district boundaries using the following criteria as set forth in the following order of priority:

(1) To the maximum extent practicable, election districts shall be geographically contiguous. Areas that meet only at the points of adjoining corners are not contiguous. Areas that are separated by water and not connected by a bridge, tunnel, or regular ferry service are not contiguous.

(2) To the maximum extent practicable, and where it does not conflict with the preceding criterion in this subdivision, the geographic integrity of any local neighborhood or local community of interest shall be respected in a manner that minimizes its division. A "community of interest" is a population that shares common social or economic interests that should be included within a single election district for purposes of its effective and fair representation. Characteristics of communities of interest may include, but are not limited to, shared public policy concerns such as education, public safety, public health, environment, housing, transportation, and access to social services. Characteristics of communities of interest may also include, but are not limited to, cultural districts, shared socioeconomic characteristics, similar voter registration rates and participation rates, and shared histories. Communities of interest do not include relationships with political parties, incumbents, or political candidates.

(3) To the maximum extent practicable, and where it does not conflict with the preceding criteria in this subdivision, the geographic integrity of a city or census designated place shall be respected in a manner that minimizes its division. This paragraph does not apply to a city.

(4) To the maximum extent practicable, and where it does not conflict with the preceding criteria in this subdivision, election districts shall be bounded by natural and artificial barriers, by streets, or by the boundaries of the local jurisdiction. Election district boundaries should be easily identifiable and understandable by residents.

(5) To the maximum extent practicable, and where it does not conflict with the preceding criteria in this subdivision, election districts shall be drawn to encourage geographical compactness in a manner that nearby areas of population are not bypassed in favor of more distant populations.

(d) The districting body shall not adopt election district boundaries for the purpose of favoring or discriminating against an incumbent, political candidate, or political party.

(e) The districting body shall not adopt election district boundaries using any criterion that is prioritized over the criteria in subdivision (c) or that, expressly or as applied, conflicts with one of the requirements in subdivisions (a) through (d), except as provided in subdivision (g).

(f) Within 21 days of adopting final election district boundaries, the districting body shall issue a report that explains the basis on which the districting body made its decisions in achieving compliance with the requirements and criteria described in this section, including, as to each neighborhood, community of interest, city, or census designated place that was split into two or more districts, the reason for that split. This paragraph does not apply to a special district or small education district. Notwithstanding subdivision (i) of Section 23003, if a local jurisdiction establishes a hybrid redistricting commission to recommend changes to the legislative body's district boundaries, the report required by this subdivision shall be issued by the districting body, and not by the commission.

(g) Subdivision (c) does not apply to a charter city that has adopted comprehensive or exclusive redistricting criteria in its city charter that includes a requirement to keep whole either communities of interest or neighborhoods. For purposes of this subdivision, "comprehensive or exclusive" means either that the city's charter excludes consideration of redistricting criteria other than those that are identified in the city charter or that the city's charter provides two or more mandatory traditional redistricting criteria other than the requirement that districts be equal in population.

(h) If a local jurisdiction establishes an advisory or hybrid redistricting commission to recommend changes to the legislative body's district boundaries, any recommendation adopted by the commission shall comply with the requirements of subdivisions (a) through (e), inclusive, except as provided in subdivision (g).

(i) The criteria and requirements of this section apply to all election district boundaries adopted after January 1, 2024, including district boundaries adopted when a legislative body transitions from being elected at-large to elected by districts or from districts.

21140.

(a) For redistricting occurring in 2031 and thereafter, the boundaries of the election districts shall be adopted by the districting body not later than 204 days before the local jurisdiction's next regular election occurring after January 1 in each year ending in the number two.

(b) This section does not apply when a legislative body transitions from being elected at-large to elected by districts or from districts.

(c) This section does not apply to a charter city that has adopted a different redistricting deadline by ordinance or in its city charter, provided that, if the county conducts the city's elections, the county is able to administratively accommodate this later deadline. If the county cannot accommodate that deadline, the county shall provide the charter city with the latest deadline the county can reasonably accommodate,

which shall be used as the map-adoption deadline for purposes of Section 21180 and which the city shall post to the city's redistricting web page.

21150.

(a) Before a districting body adopts new election district boundaries, including when a local jurisdiction redistricts following the federal decennial census or between federal decennial censuses, but not including when a legislative body transitions from being elected at-large to elected by districts or from districts, the local jurisdiction shall hold at least one workshop and the districting body shall hold public hearings, as specified by this section, at which the public is invited to provide input regarding the composition of one or more neighborhoods, communities of interest, or election districts.

(b) For purposes of this chapter, a workshop is a standalone meeting which is conducted by either a local jurisdiction's staff, a consultant hired by the local jurisdiction, or by one or more members of the districting body but fewer than a majority of the members of the districting body. At least one workshop shall be held before the districting body draws a draft map or maps of the proposed election district boundaries. At each workshop, the local jurisdiction shall provide the public with information on the redistricting process, information on how the public may provide public comment, and instructions on how to use an online mapping tool to create draft maps or community of interest maps, if applicable. Local jurisdictions may, and are encouraged to, assist the public in drawing and submitting draft maps at the workshop. All submitted draft maps and an oral summary that characterizes the number and nature of the public comments received at the workshop concerning the proposed boundaries of a neighborhood, community of interest, or election district shall be presented to the districting body at the next public hearing.

(c) This subdivision applies to special districts and small education districts.

(1) After drawing a draft map or maps, the districting body shall hold at least two public hearings. This subdivision does not prevent a districting body from holding a public hearing before drawing a draft map or maps.

(d) This subdivision applies to counties and cities with a population of fewer than 250,000 residents as determined by the most recent census and to all school districts, community college districts, and county offices of education that are not a small education district.

(1) Before the districting body draws a draft map or maps of the proposed election district boundaries, the districting body shall hold at least one public hearing.

(2) After drawing a draft map or maps, the districting body shall hold at least four additional public hearings.

(e) This subdivision applies to counties and cities with a population of 250,000 or more, but fewer than 500,000, residents as determined by the most recent census.

(1) Before the districting body draws a draft map or maps of the proposed election district boundaries, the districting body shall hold at least two public hearings.

(2) After drawing a draft map or maps, the districting body shall hold at least five additional public hearings.

(f) This subdivision applies to counties and cities with a population of 500,000 or more residents as determined by the most recent census.

(1) Before the districting body draws a draft map or maps of the proposed election district boundaries, the districting body shall hold at least two public hearings.

(2) After drawing a draft map or maps, the districting body shall hold at least seven additional public hearings.

(g) (1) In lieu of the districting body, an advisory redistricting commission that complies with Section 23002 may hold the public hearings required by paragraph (1) of subdivision (d), paragraph (1) of

subdivision (e), and paragraph (1) of subdivision (f). An advisory redistricting commission may draw draft maps and hold public hearings to consider draft maps, but those public hearings shall not fulfill the districting body's responsibility to hold public hearings under paragraph (1) of subdivision (c), paragraph (2) of subdivision (d), paragraph (2) of subdivision (e), or paragraph (2) of subdivision (f).

(2) In lieu of the districting body, a hybrid redistricting commission, as defined in subdivision (c) of Section 23000, may hold the public hearings required by subdivisions (c) to (f), inclusive, of this section.

(3) A public hearing held by an advisory or hybrid redistricting commission pursuant to this subdivision shall comply with the requirements of this section that would apply to the hearing if the hearing were held by the districting body.

(h) At least two workshops or public hearings shall be held on a Saturday, on a Sunday, or after 6 p.m. on a weekday.

(i) The building in which a workshop or public hearing is held shall be accessible to persons with disabilities.

(j) To promote the accessibility of the public hearings, the districting body shall permit the public to attend and provide live public comment at each public hearing both in-person and remotely, which should include providing an accessible and clearly audible call-in or internet-based service option.

Notwithstanding any other law, the districting body shall not be required to provide a physical location from which the public may remotely provide public comment at a public hearing and the districting body shall not require that the public go to a physical location to remotely provide public comment.

(k) If a public hearing is consolidated with a regular or special meeting of the districting body that includes other substantive agenda items, the public hearing shall begin at a fixed time regardless of its order on the agenda, except that the districting body may first conclude any item being discussed or acted upon, including any associated public comment, when that time occurs. The time of the public hearing shall be noticed to the public.

(l) Consistent with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code), the districting body may reasonably limit an individual's speaking time at a public hearing. The total amount of time available for all public comment at a public hearing shall not be limited to less than two hours; however, the public comment period may end before two hours if every person desiring to provide public comment has done so.

(m) Subdivisions (h) to (j), inclusive, do not apply to special districts or small education districts.

21160.

(a) The local jurisdiction shall make a good faith effort to encourage residents, including those in underrepresented communities and non-English-speaking communities, to participate in the redistricting process.

(b) Prior to March 1, 2031, and prior to March 1 of every year ending in one thereafter, the legislative body or districting body shall adopt a redistricting public education and outreach plan to inform residents about the local jurisdiction's redistricting process and how to participate. Notwithstanding subdivision (i) of Section 23003, if a local jurisdiction establishes a hybrid redistricting commission to recommend changes to the legislative body's district boundaries, the public education and outreach plan required by this subdivision shall be adopted by the local jurisdiction, and not by the commission.

(1) A draft version of the plan shall be posted online for a 14-day review and comment period prior to being adopted. In developing the draft plan, the local jurisdiction shall consult with good government, civil rights, civic engagement, neighborhood, or community groups or organizations that are active in the local jurisdiction, including those active in language minority communities, and shall identify those consulted groups or organizations in the draft report.

(2) The plan shall include a description of all of the following:

(A) How the local jurisdiction will devote the necessary resources on education and outreach to ensure that residents, including residents speaking an applicable language, are informed about the local jurisdiction's redistricting process.

(B) Whether and how the local jurisdiction will use the media, including social media, newspapers, radio, and television, and including ethnic media and media that serve language minority communities. The plan shall identify which media the local jurisdiction anticipates using.

(C) Whether and how the local jurisdiction will use paid advertising, including in media publications, on billboards, and on public transportation.

(D) How the local jurisdiction will inform good government, civil rights, civic engagement, neighborhood, or community groups or organizations that are active in the local jurisdiction, including those active in language minority communities, about the local jurisdiction redistricting process and whether and how the local jurisdiction will partner with such groups to inform the public. The plan shall identify which groups or organizations the local jurisdiction anticipates informing or partnering with.

(E) Whether and how the local jurisdiction will have a community presence, including attending or hosting community events or public town halls.

(F) Whether and how the local jurisdiction will have direct contact with residents or registered voters, including through direct mail.

(G) Whether and how the local jurisdiction will coordinate its outreach and messaging with other local jurisdictions in the same county that are also redistricting.

(H) The number of workshops and public hearings the local jurisdiction intends to hold and their anticipated dates.

(c) Throughout the redistricting process, the local jurisdiction shall make a good faith effort to provide redistricting information to all of the following:

(1) Media organizations that provide local jurisdiction news coverage, including media organizations that serve language minority communities.

(2) Good government, civil rights, civic engagement, neighborhood, and community groups or organizations that are active in the local jurisdiction, including those active in language minority communities.

(3) Any person that has requested to be notified concerning the local jurisdiction's redistricting process. The local jurisdiction shall maintain a contact list for all such persons and provide them with regular updates throughout the redistricting process including, at minimum, notices of upcoming workshops or public hearings.

(d) The local jurisdiction shall arrange for the live translation in an applicable language of a workshop or public hearing held pursuant to this chapter if a request for translation is made at least 72 hours before the workshop or public hearing, unless less than five days' notice is provided for the workshop or public hearing, in which case the request shall be made at least 48 hours before the workshop or public hearing.

(e) Notwithstanding Section 54954.2 of the Government Code, the local jurisdiction shall publish the date, time, and location for any workshop or public hearing on the internet at least five days before the workshop or public hearing. However, if there are fewer than 28 days until the deadline to adopt boundaries, the local jurisdiction may publish the agenda on the internet for at least three days before the workshop or public hearing.

(f) (1) A draft map shall be published on the internet for at least seven days before being adopted as a final map by the districting body provided that, if there are fewer than 28 days until the deadline to adopt boundaries, the draft map may instead be published on the internet for at least three days.

(2) Each draft map prepared by a member of an advisory or hybrid redistricting commission, a member of the districting body, or by employees or contractors of the local jurisdiction, or any draft map submitted by the public that a member of the advisory or hybrid redistricting commission or districting body asks be discussed or considered at a future public hearing, shall be accompanied by information on the total population, citizen voting age population, and racial and ethnic characteristics of the citizen voting age population of each proposed election district, to the extent the local jurisdiction has that data.

(3) (A) An advisory or hybrid redistricting commission, the districting body, and employees or contractors of the local jurisdiction shall not release draft maps of election districts earlier than three weeks after the block-level redistricting database required by subdivision (b) of Section 8253 of the Government Code is first made publicly available. This subparagraph does not prohibit the commission or districting body from holding workshops or public hearings on the placement of election district boundaries before the earliest date that draft maps of election districts may be released.

(B) If the period of time between the date that the redistricting database is made publicly available and the map adoption deadline is fewer than 90 days and more than 59 days, the waiting period described in subparagraph (A) is reduced to one week.

(C) If the period of time between the date that the redistricting database is made publicly available and the map adoption deadline is fewer than 60 days, the waiting period described in subparagraph (A) does not apply.

(g) The local jurisdiction shall either video or audio record or prepare a written summary of each oral public comment, and each deliberation by a districting body or an advisory or hybrid redistricting commission, made at every workshop or public hearing held pursuant to this chapter. The local jurisdiction shall make the recording or written summary of a workshop or public hearing available to the public on its redistricting web page no later than seven days after the workshop or public hearing or no later than at least 24 hours before the next workshop or public hearing, whichever deadline is earlier. Notwithstanding subdivision (i) of Section 23003, if a local jurisdiction establishes a hybrid redistricting commission, the local jurisdiction, not the hybrid redistricting commission, shall be responsible for meeting the requirements of this subdivision.

(h) (1) The districting body, or an advisory or hybrid redistricting commission, shall allow the public to submit written public comment or draft neighborhood, community of interest, or district maps both in a paper format and electronically.

(2) The local jurisdiction shall make any written public comments or draft maps available to the public on its redistricting web page no later than seven days after receiving the public comment or draft map or no later than at least 24 hours before the next workshop or public hearing, if the public comment or draft map is received at least two business days before that workshop or public hearing, whichever deadline is earlier.

(i) Prior to holding its first workshop or public hearing, the local jurisdiction shall establish, and maintain for at least 10 years after the adoption of new election district boundaries, an accessible internet web page dedicated to redistricting. The web page may be hosted on the local jurisdiction's existing internet website or another internet website maintained by the local jurisdiction. Prior to the first workshop or public hearing and until new district boundaries are adopted, the homepage of the local jurisdiction's internet website shall include a prominent link to the redistricting web page. The web page shall include, or link to, all of the following information:

(1) A general explanation of the redistricting process for the local jurisdiction. This explanation shall be provided in English and applicable languages.

(2) An explanation of the procedures for a member of the public to provide in-person or remote oral public comment during a public hearing or to submit written public comment or a draft map to the districting body, or an advisory or hybrid redistricting commission, either in a paper or electronic format, for consideration at a future public hearing. The explanation shall be provided in English and applicable languages.

- (3) A calendar of all workshop and public hearing dates. A calendar listing that includes the date, time, and location of the workshop or public hearing dates satisfies the notice required by subdivision (e).*
- (4) A notice of the applicable languages in which the local jurisdiction will provide live translation of a workshop or public hearing upon request and instructions for making such a request. This notice and these instructions shall be provided in English and applicable languages.*
- (5) Instructions and a method for a person to sign up to receive regular notices regarding redistricting, including notices of upcoming workshops or public hearings. These instructions shall be provided in English and applicable languages.*
- (6) The notice and agenda for each workshop and public hearing.*
- (7) The recording or written summary of each workshop and public hearing.*
- (8) Each draft map considered by the districting body or an advisory or hybrid redistricting commission at a public hearing.*
- (9) Each written public comment submitted to the local jurisdiction.*
- (10) The results of the local jurisdiction's analysis under paragraphs (1) and (2) of subdivision (b) of Section 21130.*
- (11) The existing map of election district boundaries prior to redistricting.*
- (12) The adopted final map of election district boundaries after redistricting, and where applicable, the report required pursuant to subdivision (f) of Section 21130.*
- (j) This section does not apply when a legislative body transitions from being elected at-large to elected by districts or from districts.*
- (k) Subdivisions (b) to (g), inclusive, paragraph (2) of subdivision (h), and paragraphs (4) to (10), inclusive, of subdivision (i) do not apply to special districts or small education districts. Subdivision (i) does not apply to special districts or small education districts that do not have a website for the jurisdiction and are not legally required to establish such a website.*

21170.

(a) No later than December 15, 2030, and no later than December 15 in each year ending in the number zero thereafter, the Secretary of State shall publish in a conspicuous location on the Secretary of State's internet website all of the following documents:

- (1) A template explaining the local jurisdiction redistricting process that meets the requirements of paragraph (1) of subdivision (i) of Section 21160.*
- (2) A template explaining the procedures for providing public comment in the local jurisdiction redistricting process that meets the requirements of paragraph (2) of subdivision (i) of Section 21160.*
- (3) A template of a notice explaining the languages in which a local jurisdiction is required to provide live translation upon request and how to make such a request that meets the requirements of paragraph (4) of subdivision (i) of Section 21160.*
- (4) A template of instructions for a member of the public to sign up for regular notices regarding redistricting that meets the requirements of paragraph (5) of subdivision (i) of Section 21160.*
- (5) A template form for a member of the public to describe and identify the boundaries of a neighborhood or community of interest.*
- (6) To assist local jurisdictions with complying with this chapter, a brief summary and checklist of all the requirements imposed on a local jurisdiction by this chapter.*

(b) No later than November 1, 2030, and no later than November 1 in each year ending in the number zero thereafter, the Secretary of State shall post online drafts of the documents described in subdivision (a) for at least a 30-day public comment period before finalizing any draft. Prior to posting these drafts, the Secretary of State shall solicit input from good government organizations, civil rights organizations, firms providing redistricting mapping services, and statewide associations representing affected local government agencies.

(c) No later than January 1, 2031, and no later than January 1 in every year ending in the number one thereafter, the Secretary of State shall publish the applicable languages for each city and county in a conspicuous location on the Secretary of State's internet website.

(d) No later than February 28, 2031, and no later than February 28 in each year ending in the number one thereafter, the Secretary of State shall translate the documents described in paragraphs (1) to (5), inclusive, of subdivision (a) in any applicable language required for any city or county and shall publish these documents on a conspicuous location on the Secretary of State's internet website.

(e) Prior to finalizing any translated documents pursuant to subdivision (d), the Secretary of State shall post online drafts of these documents for at least a 15-day public comment period before finalizing any draft. Prior to posting these drafts, the Secretary of State shall solicit input from the Language Accessibility Advisory Committee and organizations representing communities that speak each applicable language.

(f) To assist local jurisdictions with complying with this chapter, the Secretary of State shall provide a training to local jurisdictions subject to this chapter and associations representing such local jurisdictions that summarizes the requirements imposed on a local jurisdiction by this chapter. This training shall be video recorded and posted in a conspicuous location on the Secretary of State's internet website.

(g) (1) Within 30 days of the computerized database described in subdivision (b) of Section 8253 of the Government Code being made available to the public, the Secretary of State shall make available to the public a free electronic mapping tool, loaded with relevant population and demographic data for each county and city whose legislative body is elected by district, which tool can be used by the public to create neighborhood maps, community of interest maps, or draft district maps that can be submitted to the local jurisdiction's districting body or to an advisory or hybrid redistricting commission. The Secretary of State is authorized and encouraged to create a mapping tool for other local jurisdictions whose legislative bodies are elected by district.

(2) Implementation of this subdivision shall be contingent on an appropriation being made for this purpose in the annual Budget Act or another statute.

21180.

(a) If the districting body does not adopt election district boundaries by the deadlines set forth in subdivision (a) of Section 21140 or adopted pursuant to subdivision (c) of Section 21140, as applicable, the districting body shall immediately petition a superior court in a county in which the local jurisdiction is located for an order adopting election district boundaries. If the districting body does not petition the superior court within five days after the deadline, any interested person may file that petition and shall be entitled to recover reasonable attorney's fees and costs from the local jurisdiction for doing so.

(b) Upon granting a petition filed pursuant to subdivision (a), the superior court shall adopt election district boundaries in accordance with the requirements and criteria set forth in Section 21130, which shall be used in the local jurisdiction's next regular election. The superior court or a special master appointed by the superior court shall hold one or more public hearings before the superior court adopts the election district boundaries.

(c) The election district boundaries adopted by the superior court shall have the same force and effect as an enacted resolution or ordinance of the districting body, but shall not be subject to a referendum.

(d) The superior court may order the adjustment of electoral deadlines as necessary to implement the new election district boundaries in the next regular election.

(e) This section does not apply to a charter city that has adopted in its city charter a different method for adopting city council district boundaries when a redistricting deadline is missed.

21190.

(a) Any interested person may bring an action in the superior court of the county where a violation of this chapter is alleged to have occurred or is threatened to occur.

(b) Any interested person may commence an action by mandamus, injunction, or declaratory relief for the purpose of stopping ongoing violations or preventing future violations or threatened violations of this chapter or to determine the applicability of this chapter to ongoing actions or threatened future actions.

(c) An action for a violation of Section 21130 may be brought at any time prior to an election which shall be conducted using district boundaries adopted pursuant to that section.

(d) (1) Prior to bringing an action for a past violation of this chapter, other than a violation of Sections 21130, 21170, or 21180, an interested person shall make a written demand of the districting body or of the advisory or hybrid redistricting commission to cure or correct the alleged violation. The written demand shall be made within 30 days from the date the violation occurred or at any point for a continuing violation. Within 15 days of receipt of the demand, the local jurisdiction shall do either of the following:

(A) Cure or correct the alleged violation and inform the interested person in writing of its actions to cure or correct the alleged violation.

(B) Inform the interested person in writing of its decision not to cure or correct the alleged violation.

(2) If the local jurisdiction takes no action or does not cure or correct the violation within the 15-day period described in paragraph (1), the interested person shall have 15 days thereafter to bring an action. A court may award court costs and reasonable attorneys' fees to the plaintiff where it is found that a districting body or an advisory or hybrid redistricting commission violated this chapter and failed to correct the violation or unreasonably delayed correcting the violation after receiving the demand required by this subdivision.

(e) If a plaintiff proves a violation of this chapter is threatened, is occurring, or occurred, a court shall order appropriate remedies tailored to prevent or remedy the threatened violation or violation, which may include requiring that the local jurisdiction comply with the requirements of this chapter, requiring that the districting body or an advisory or hybrid redistricting commission hold an additional public hearing, voiding any action taken by the districting body or an advisory or hybrid redistricting commission in violation of this chapter, ordering the districting body to redraw an adopted map, changing an adopted map's district boundaries to bring the map into compliance with the requirements and criteria in Section 21130, or adopting a new map in compliance with the requirements and criteria in Section 21130 after the court or a special master holds a public hearing.

(f) (1) If, upon finding a violation of this chapter, a court is required to change or adopt new election district boundaries the court may appoint a special master to assist the court. The local jurisdiction shall pay the cost for the special master and associated costs.

(2) Subject to the approval of the court, the special master may employ redistricting experts or other consultants or counsel, independent experts in the field of redistricting and computer technology, and other necessary personnel to assist them in their work. In addition, the special master may seek the full cooperation of the local jurisdiction in producing and using whatever data, computer models and programs, and technical assistance that was made available to the districting body or an advisory or hybrid redistricting commission and local jurisdiction personnel who are knowledgeable in the mechanics of drafting redistricting legislation. The court may assist the special master in securing the necessary personnel and the physical facilities required for their work, and to prepare for the prompt submission to

the local jurisdiction of a request for local jurisdiction funding for the necessary expenses of the special master and the special master's staff.

(g) Consistent with Section 35 of the Code of Civil Procedure, a court shall give precedence to an action brought under this chapter.

(h) This chapter does not limit the discretionary remedial authority of any federal or state court.

SEC. 15.

Section 21500 of the Elections Code is amended to read:

21500.

~~(a) Following a county's decision to elect its board using district-based elections, or following each federal decennial census for a county whose board is already elected using district-based elections, the board shall, by ordinance or resolution, adopt boundaries for all of the supervisorial districts of the county so that the supervisorial districts shall be substantially equal in population as required by the United States Constitution, pursuant to Chapter 2 (commencing with Section 21100).~~

~~(1) Population equality shall be based on the total population of residents of the county as determined by the most recent federal decennial census for which the redistricting data described in Public Law 94-171 are available.~~

~~(2) Notwithstanding paragraph (1), an incarcerated person, as that term is used in Section 21003, shall not be counted towards a county's population, except for an incarcerated person whose last known place of residence may be assigned to a census block in the county, if information about the last known place of residence for incarcerated persons is included in the computerized database for redistricting that is developed in accordance with subdivision (b) of Section 8253 of the Government Code, and that database is made publicly available.~~

~~(b) The board shall adopt supervisorial district boundaries that comply with the United States Constitution, the California Constitution, and the federal Voting Rights Act of 1965 (52 U.S.C. Sec. 10301 et seq.).~~

~~(c) The board shall adopt supervisorial district boundaries using the following criteria as set forth in the following order of priority:~~

~~(1) To the extent practicable, supervisorial districts shall be geographically contiguous. Areas that meet only at the points of adjoining corners are not contiguous. Areas that are separated by water and not connected by a bridge, tunnel, or regular ferry service are not contiguous.~~

~~(2) To the extent practicable, the geographic integrity of any local neighborhood or local community of interest shall be respected in a manner that minimizes its division. A "community of interest" is a population that shares common social or economic interests that should be included within a single supervisorial district for purposes of its effective and fair representation. Communities of interest do not include relationships with political parties, incumbents, or political candidates.~~

~~(3) To the extent practicable, the geographic integrity of a city or census-designated place shall be respected in a manner that minimizes its division.~~

~~(4) Supervisorial district boundaries should be easily identifiable and understandable by residents. To the extent practicable, supervisorial districts shall be bounded by natural and artificial barriers, by streets, or by the boundaries of the county.~~

~~(5) To the extent practicable, and where it does not conflict with the preceding criteria in this subdivision, supervisorial districts shall be drawn to encourage geographical compactness in a manner that nearby areas of population are not bypassed in favor of more distant populations.~~

~~(d) The board shall not adopt supervisorial district boundaries for the purpose of favoring or discriminating against a political party.~~

~~(e) For purposes of this chapter, "adopt" or "adoption" in regard to supervisorial district boundaries means the passage of an ordinance or resolution specifying these boundaries.~~

SEC. 16.

Section 21500.1 of the Elections Code is amended to read:

21500.1.

~~(a) This chapter applies to a county that elects members of the county's board of supervisors by districts or from districts.~~

~~(b) This chapter shall not be interpreted to limit the discretionary remedial authority of any federal or state court.~~

SEC. 17.

Section 21501 of the Elections Code is repealed.

21501.

~~(a) (1) For redistricting occurring in 2031 and thereafter, the boundaries of the supervisorial districts shall be adopted by the board not later than 205 days before the county's next regular election occurring after January 1 in each year ending in the number two.~~

~~(2) For redistricting occurring before 2031 and where a county has a regular election occurring after January 1, 2022, and before July 1, 2022, the boundaries of the supervisorial districts shall be adopted by the board not later than 174 days before that election. Notwithstanding subdivision (b) of Section 8106, the forms required under that subdivision shall not be made available until at least 28 days after the adoption of a final map. The elections official shall reduce the required number of signatures for the in-lieu filing fee petition, as specified in subdivision (a) of Section 8106, by the same proportion as the reduction in time for the candidate to collect signatures.~~

~~(3) For redistricting occurring before 2031 and where a county does not have a regular election occurring after January 1, 2022 and before July 1, 2022, the boundaries of the supervisorial districts shall be adopted by the board not later than 205 days before the county's next regular election occurring on or after July 1, 2022.~~

~~(b) This section does not apply when a county transitions from at-large to district-based elections.~~

SEC. 18.

Section 21503 of the Elections Code is amended to read:

21503.

(a) After redistricting or ~~districting pursuant to Section 21500,~~ *districting*, a board shall not adopt new supervisorial district boundaries until after the next federal decennial census, except under the following circumstances:

(1) A court orders the board to redistrict.

(2) The board is settling a legal claim that its supervisorial district boundaries violate the United States Constitution, the federal Voting Rights Act of 1965 (52 U.S.C. Sec. 10301 et seq.), or this chapter.

(3) The boundaries of the county change by the addition or subtraction of territory.

(4) The number of supervisors elected by districts or from districts is increased or decreased.

(5) An independent redistricting commission is established pursuant to Section 23003 to adopt new supervisorial districts between federal decennial censuses and the districts being replaced were adopted by the board of supervisors.

(b) This section does not prohibit a board from adopting supervisorial districts between federal decennial censuses if the board is adopting supervisorial districts for the first time, including when a board adopts supervisorial districts for the purpose of transitioning from electing its supervisors in at-large elections to elections by districts or from districts.

SEC. 19.

Section 21506 of the Elections Code is amended to read:

21506.

(a) The term of office of any supervisor who has been elected and whose term of office has not expired shall not be affected by any change in the boundaries of the district from which the supervisor was ~~elected~~. *elected and that supervisor shall continue to represent the constituents residing in the district boundaries from which the supervisor was elected for the duration of that term of office. This section does not prevent a board from assigning a county elected official or county official to provide constituent services for residents of an area that is temporarily not represented by a supervisor due to redistricting.*

(b) At the first election for county supervisors in each county following adoption of the boundaries of supervisorial districts, excluding a special election to fill a vacancy or a recall election, a supervisor shall be elected for each district under the new district plan that has the same district number as a district whose incumbent's term is due to expire. This subdivision does not apply when a county transitions from at-large to district-based elections.

(c) For a county employing both a primary and a general election, a change in the boundaries of a supervisorial district shall not be made between the direct primary election and the general election.

(d) Except as provided in subdivision (a), a person is not eligible to hold office as a member of a board of supervisors unless that person meets the requirements of Section 201 of the Elections Code and Section 24001 of the Government Code.

SEC. 20.

Section 21507 of the Elections Code is repealed.

~~21507.~~

~~Before adopting the boundaries of a district pursuant to Section 21501 or 21503, or for any other reason, the board shall hold public hearings on the proposal in accordance with Section 21507.1. This section does not apply when a county transitions from at-large to district-based elections.~~

SEC. 21.

Section 21507.1 of the Elections Code is repealed.

~~21507.1.~~

~~(a) Before adopting a final map, the board shall hold at least four public hearings at which the public is invited to provide input regarding the composition of one or more supervisorial districts.~~

~~(1) At least one public hearing shall be held before the board draws a draft map or maps of the proposed supervisorial district boundaries.~~

~~(2) At least two public hearings shall be held after the board has drawn a draft map or maps of the proposed supervisorial district boundaries.~~

~~(b) At least one public hearing or public workshop shall be held on a Saturday, on a Sunday, or after 6 p.m. on a weekday Monday through Friday.~~

~~(c) Public hearing buildings shall be accessible to persons with disabilities.~~

~~(d) If a public hearing is consolidated with a regular or special meeting of the board that includes other substantive agenda items, the public hearing shall begin at a fixed time regardless of its order on the agenda, except that the board may first conclude any item being discussed or acted upon, including any associated public comment, when that time occurs. The time of the public hearing shall be noticed to the public.~~

~~(e) The board may have county staff or a consultant conduct one or more public workshops in lieu of holding one of the public hearings required by paragraph (1) of subdivision (a).~~

~~(f) The board may establish an advisory redistricting commission pursuant to Section 23002 to hold the public hearings required by paragraph (1) of subdivision (a).~~

SEC. 22.

Section 21508 of the Elections Code is repealed.

~~21508.~~

~~(a) The board shall take steps to encourage residents, including those in underrepresented communities and non-English speaking communities, to participate in the redistricting public review process. These steps shall include a good faith effort to do all of the following:~~

~~(1) Providing information to media organizations that provide county news coverage, including media organizations that serve language minority communities.~~

~~(2) Providing information through good government, civil rights, civic engagement, and community groups or organizations that are active in the county, including those active in language minority communities, and those that have requested to be notified concerning county redistricting.~~

~~(b) The board shall arrange for the live translation in an applicable language of a public hearing or workshop held pursuant to this chapter if a request for translation is made at least 72 hours before the hearing or workshop, unless less than five days' notice are provided for the hearing or workshop, in which case the request shall be made at least 48 hours before the hearing or workshop.~~

~~(c) Notwithstanding Section 54954.2 of the Government Code, the board shall publish the date, time, and location for any public hearing or workshop on the internet at least five days before the hearing or~~

~~workshop. However, if there are fewer than 28 days until the deadline to adopt boundaries, the board may publish the agenda on the internet for at least three days before the hearing or workshop.~~

~~(d) (1) A draft map shall be published on the internet for at least seven days before being adopted as a final map by the board provided that, if there are fewer than 28 days until the deadline to adopt boundaries, the draft map may instead be published on the internet for at least three days.~~

~~(2) Each draft map prepared by a member of the board or by employees or contractors of the county shall be accompanied by information on the total population, citizen voting age population, and racial and ethnic characteristics of the citizen voting age population of each proposed supervisorial district, to the extent the county has that data.~~

~~(3) (A) The board and employees or contractors of the county shall not release draft maps of supervisorial districts earlier than three weeks after the block-level redistricting database required by subdivision (b) of Section 8253 of the Government Code is first made publicly available. This subparagraph does not prohibit the board from holding public hearings or workshops on the placement of supervisorial district boundaries before the earliest date that draft maps of supervisorial districts may be released.~~

~~(B) If the period of time between the date that the redistricting database is made publicly available and the map adoption deadline is fewer than 90 days and more than 59 days, then the waiting period required by subparagraph (A) is reduced to one week. If the period of time between the date that the redistricting database is made publicly available and the map adoption deadline is fewer than 60 days, then the waiting period required by subparagraph (A) is waived.~~

~~(e) The board shall allow the public to submit testimony or draft maps in writing and electronically.~~

~~(f) The county shall either record or prepare a written summary of each public comment and board deliberation made at every public hearing or workshop held pursuant to this article. The county shall make the recording or written summary available to the public within two weeks after the public hearing or workshop.~~

~~(g) The board shall establish, and maintain for at least 10 years after the adoption of new supervisorial district boundaries, an internet web page dedicated to redistricting. The web page may be hosted on the county's existing internet website or another internet website maintained by the county. The web page shall include, or link to, all of the following information:~~

~~(1) A general explanation of the redistricting process for the county, in English and applicable languages.~~

~~(2) The procedures for a member of the public to testify during a public hearing or to submit written testimony directly to the board, in English and applicable languages.~~

~~(3) A calendar of all public hearing and workshop dates. A calendar listing that includes the time and location of the public hearing or workshop satisfies the notice required by subdivision (c).~~

~~(4) The notice and agenda for each public hearing and workshop.~~

~~(5) The recording or written summary of each public hearing and workshop.~~

~~(6) Each draft map considered by the board at a public hearing.~~

~~(7) The adopted final map of supervisorial district boundaries.~~

~~(h) For purposes of this section, "applicable language" means any language in which ballots are required to be provided in the county pursuant to Section 203 of the federal Voting Rights Act of 1965 (52 U.S.C. Sec. 10503).~~

~~(i) This section does not apply when a county transitions from at-large to district-based elections.~~

~~(j) Before January 1, 2021, and before January in each year ending in the number one thereafter, the Secretary of State shall publish on the internet a template explaining the county redistricting process that meets the requirements of paragraphs (1) and (2), inclusive, of subdivision (g). The Secretary of State~~

shall publish the template in all of the languages into which ballots are required to be translated in the state pursuant to Section 203 of the federal Voting Rights Act of 1965 (52 U.S.C. Sec. 10503). The template shall be published in a conspicuous location on the Secretary of State's internet website.

SEC. 23.

Section 21509 of the Elections Code is repealed.

~~21509.~~

~~(a) If the board does not adopt supervisorial district boundaries by the deadlines set forth in Section 21501, the board shall immediately petition the superior court of the county for an order adopting supervisorial district boundaries. If the board does not petition the superior court within five days after the deadline, any resident of the county may file that petition and shall be entitled to recover the resident's reasonable attorney's fees and costs from the county for doing so.~~

~~(b) (1) Upon finding that a petition filed pursuant to subdivision (a) is valid, the superior court shall adopt supervisorial district boundaries in accordance with the criteria set forth in Section 21500, which shall be used in the county's next regular election. The superior court may also order the adjustment of electoral deadlines as necessary to implement the new supervisorial district boundaries in the next regular election.~~

~~(2) The superior court may appoint a special master to assist the court with adopting the supervisorial district boundaries. The county shall pay the cost for the special master and associated costs.~~

~~(3) The superior court or the special master shall hold one or more public hearings before the superior court adopts the supervisorial district boundaries.~~

~~(4) Subject to the approval of the superior court, the special master may employ redistricting experts or other consultants or counsel, independent experts in the field of redistricting and computer technology, and other necessary personnel to assist them in their work. In addition, the special master may seek the full cooperation of the county in producing and using whatever data, computer models and programs, and technical assistance that was made available to the board and county personnel who are knowledgeable in the mechanics of drafting redistricting legislation. The superior court may assist the special master in securing the necessary personnel and the physical facilities required for their work, and to prepare for the prompt submission to the county of a request for county funding for the necessary expenses of the special master and the special master's staff.~~

~~(5) The supervisorial district boundaries adopted by the superior court shall be immediately effective in the same manner as if the court's order were an enacted resolution or ordinance of the board.~~

SEC. 24.

Section 21534 of the Elections Code is amended to read:

21534.

(a) The commission shall establish single-member supervisorial districts for the board pursuant to a mapping process using the following criteria as set forth in the following order of priority:

(1) (A) Districts shall comply with the United States Constitution and each district shall have a reasonably equal population with other districts for the board, except where deviation is required to comply with the federal Voting Rights Act of 1965 (52 U.S.C. Sec. 10101 et seq.) or allowable by law.

(B) Population equality shall be based on the total population of residents of the county as determined by the most recent federal decennial census for which the redistricting data described in Public Law 94-171 are available.

(C) Notwithstanding subparagraph (B), an incarcerated person, as that term is used in Section 21003, shall not be counted towards the county's population, except for an incarcerated person whose last known place of residence may be assigned to a census block in the county, if information about the last known place of residence for incarcerated persons is included in the computerized database for redistricting that is developed in accordance with subdivision (b) of Section 8253 of the Government Code, and that database is made publicly available.

(2) Districts shall comply with the federal Voting Rights Act of 1965 (52 U.S.C. Sec. 10101 et seq.).

(3) Districts shall be geographically contiguous.

(4) The geographic integrity of any city, local neighborhood, or local community of interest shall be respected in a manner that minimizes its division to the extent possible without violating the requirements of paragraphs (1) to (3), inclusive. A community of interest is a contiguous population that shares common social and economic interests that should be included within a single district for purposes of its effective and fair representation. Communities of interest shall not include relationships with political parties, incumbents, or political candidates.

(5) To the extent practicable, and where this does not conflict with paragraphs (1) to (4), inclusive, districts shall be drawn to encourage geographical compactness such that nearby areas of population are not bypassed for more distant areas of population.

(b) The place of residence of any incumbent or political candidate shall not be considered in the creation of a map. Districts shall not be drawn for purposes of favoring or discriminating against an incumbent, political candidate, or political party.

(c) (1) The commission shall comply with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code).

(2) (A) Before the commission draws a map, the commission shall conduct at least seven public hearings, to take place over a period of no fewer than 30 days, with at least one public hearing held in each supervisorial district.

(B) In the event any state or local health order prohibits large gatherings, the commission may modify the location of the hearings, including use of virtual hearings that use technology to permit remote viewing and participation, to the extent required to comply with public health requirements. If the commission modifies the location of a hearing, it shall provide opportunities to view and listen to proceedings by video, to listen to proceedings by phone, and to provide public comment by phone and in writing with no limitation on the number of commenters. The commission shall, to the greatest extent practicable, provide an opportunity for in-person participation for at least one hearing in each supervisorial district. Methods for providing in-person participation may include, but are not limited to, setting up multiple rooms with audiovisual connections to the hearing, allowing community members to make appointments to make public comment, providing personal protective equipment, or holding hearings in outdoor spaces.

(3) After the commission draws a draft map, the commission shall do both of the following:

(A) Post the map for public comment on the internet website of the County of Los Angeles.

(B) Conduct at least two public hearings to take place over a period of no fewer than 30 days.

(4) (A) The commission shall establish and make available to the public a calendar of all public hearings described in paragraphs (2) and (3). Hearings shall be scheduled at various times and days of the week to accommodate a variety of work schedules and to reach as large an audience as possible.

(B) Notwithstanding Section 54954.2 of the Government Code, the commission shall post the agenda for the public hearings described in paragraphs (2) and (3) at least seven days before the hearings. The agenda for a meeting required by paragraph (3) shall include a copy of the draft map.

(5) (A) The commission shall arrange for the live translation of a hearing held pursuant to this chapter in an applicable language if a request for translation is made at least 24 hours before the hearing.

(B) For purposes of this paragraph, an "applicable language" means a language for which the number of residents of the County of Los Angeles who are members of a language minority is greater than or equal to 3 percent of the total voting age residents of the county.

(6) The commission shall take steps to encourage county residents to participate in the redistricting public review process. These steps may include:

(A) Providing information through media, social media, and public service announcements.

(B) Coordinating with community organizations.

(C) Posting information on the internet website of the County of Los Angeles that explains the redistricting process and includes a notice of each public hearing and the procedures for testifying during a hearing or submitting written testimony directly to the commission.

(7) The board shall take all steps necessary to ensure that a complete and accurate computerized database is available for redistricting, and that procedures are in place to provide to the public ready access to redistricting data and computer software equivalent to what is available to the commission members.

(8) The board shall provide reasonable funding and staffing for the commission.

(9) All records of the commission relating to redistricting, and all data considered by the commission in drawing a draft map or the final map, are public records.

(d) (1) The commission shall adopt a redistricting plan adjusting the boundaries of the supervisorial districts and shall file the plan with the county elections official by the map adoption deadline set forth in subdivision (a) of Section ~~21504~~ 21140. The commission shall not release a draft map before the date set forth in paragraph (3) of subdivision ~~(d)~~ (f) of Section ~~21508~~ 21160.

(2) The plan shall be subject to referendum in the same manner as ordinances.

(3) The commission shall issue, with the final map, a report that explains the basis on which the commission made its decisions in achieving compliance with the criteria described in subdivisions (a) and (b).

SEC. 25.

Section 21544 of the Elections Code is amended to read:

21544.

(a) The commission shall establish single-member supervisorial districts for the board pursuant to a mapping process using the following criteria as set forth in the following order of priority:

(1) (A) Districts shall comply with the United States Constitution and each district shall have a reasonably equal population with other districts for the board, except where deviation is required to comply with the federal Voting Rights Act of 1965 (52 U.S.C. Sec. 10101 et seq.) or allowable by law.

(B) Population equality shall be based on the total population of residents of the county as determined by the most recent federal decennial census for which the redistricting data described in Public Law 94-171 are available.

(C) Notwithstanding subparagraph (B), an incarcerated person, as that term is used in Section 21003, shall not be counted towards the county's population, except for an incarcerated person whose last known place of residence may be assigned to a census block in the county, if information about the last known place of residence for incarcerated persons is included in the computerized database for redistricting that is developed in accordance with subdivision (b) of Section 8253 of the Government Code, and that database is made publicly available.

(2) Districts shall comply with the federal Voting Rights Act of 1965 (52 U.S.C. Sec. 10101 et seq.).

(3) Districts shall be geographically contiguous.

(4) The geographic integrity of any city, local neighborhood, or local community of interest shall be respected in a manner that minimizes its division to the extent possible without violating the requirements of paragraphs (1) to (3), inclusive. A community of interest is a contiguous population that shares common social and economic interests that should be included within a single district for purposes of its effective and fair representation. Communities of interest shall not include relationships with political parties, incumbents, or political candidates.

(5) To the extent practicable, and where this does not conflict with paragraphs (1) to (4), inclusive, districts shall be drawn to encourage geographical compactness such that nearby areas of population are not bypassed for more distant areas of population.

(b) The place of residence of any incumbent or political candidate shall not be considered in the creation of a map. Districts shall not be drawn for purposes of favoring or discriminating against an incumbent, political candidate, or political party.

(c) (1) The commission shall comply with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code).

(2) (A) Before the commission draws a map, the commission shall conduct at least seven public hearings, to take place over a period of no fewer than 30 days, with at least one public hearing held in each supervisorial district.

(B) In the event any state or local health order prohibits large gatherings, the commission may modify the location of the hearings, including through the use of virtual hearings that use technology to permit remote viewing and participation, to the extent required to comply with public health requirements. If the commission modifies the location of a hearing, it shall provide opportunities to view and listen to proceedings by video, to listen to proceedings by phone, and to provide public comment by phone and in writing with no limitation on the number of commenters. The commission shall, to the greatest extent practicable, provide an opportunity for in-person participation for at least one hearing in each supervisorial district. Methods for providing in-person participation may include setting up multiple rooms with audiovisual connections to the hearing, allowing community members to make appointments to make public comment, providing personal protective equipment, or holding hearings in outdoor spaces.

(3) After the commission draws a draft map, the commission shall do both of the following:

(A) Post the map for public comment on the website of the County of Riverside.

(B) Conduct at least two public hearings to take place over a period of no fewer than 30 days.

(4) (A) The commission shall establish and make available to the public a calendar of all public hearings described in paragraphs (2) and (3). Hearings shall be scheduled at various times and days of the week to accommodate a variety of work schedules and to reach as large an audience as possible.

(B) Notwithstanding Section 54954.2 of the Government Code, the commission shall post the agenda for the public hearings described in paragraphs (2) and (3) at least seven days before the hearings. The agenda for a meeting required by paragraph (3) shall include a copy of the draft map.

(5) (A) The commission shall arrange for the live translation of a hearing held pursuant to this chapter in an applicable language if a request for translation is made at least 24 hours before the hearing.

(B) For purposes of this paragraph, an "applicable language" means a language for which the number of residents of the County of Riverside who are members of a language minority is greater than or equal to 3 percent of the total voting age residents of the county.

(6) The commission shall take steps to encourage county residents to participate in the redistricting public review process. These steps may include:

(A) Providing information through media, social media, and public service announcements.

(B) Coordinating with community organizations.

(C) Posting information on the website of the County of Riverside that explains the redistricting process and includes a notice of each public hearing and the procedures for testifying during a hearing or submitting written testimony directly to the commission.

(7) The board shall take all steps necessary to ensure that a complete and accurate computerized database is available for redistricting, and that procedures are in place to provide to the public ready access to redistricting data and computer software equivalent to what is available to the commission members.

(8) The board shall provide for reasonable funding and staffing for the commission.

(9) All records of the commission relating to redistricting, and all data considered by the commission in drawing a draft map or the final map, are public records.

(d) (1) The commission shall adopt a redistricting plan adjusting the boundaries of the supervisorial districts and shall file the plan with the county elections official by the map adoption deadline set forth in subdivision (a) of Section ~~21504~~, ~~21140~~. The commission shall not release a draft map before the date set forth in paragraph (3) of subdivision ~~(e)~~ ~~(f)~~ of Section ~~21508~~, ~~21160~~.

(2) The plan shall be subject to referendum in the same manner as ordinances.

(3) The commission shall issue, with the final map, a report that explains the basis on which the commission made its decisions in achieving compliance with the criteria described in subdivisions (a) and (b).

SEC. 26.

Section 21552 of the Elections Code is amended to read:

21552.

(a) The commission shall establish single-member supervisorial districts for the board pursuant to a mapping process using the following criteria as set forth in the following order of priority:

(1) (A) Districts shall comply with the United States Constitution and each district shall have a reasonably equal population with other districts for the board, except where deviation is required to comply with the federal Voting Rights Act of 1965 (52 U.S.C. Sec. 10101 et seq.) or is allowable by law.

(B) Population equality shall be based on the total population of residents of the county as determined by the most recent federal decennial census for which the redistricting data described in Public Law 94-171 are available.

(C) Notwithstanding subparagraph (B), an incarcerated person, as that term is used in Section 21003, shall not be counted towards the county's population, except for an incarcerated person whose last known place of residence may be assigned to a census block in the county, if information about the last known place of residence for incarcerated persons is included in the computerized database for redistricting that is developed in accordance with subdivision (b) of Section 8253 of the Government Code, and that database is made publicly available.

(2) Districts shall comply with the federal Voting Rights Act of 1965 (52 U.S.C. Sec. 10101 et seq.).

(3) Districts shall be geographically contiguous.

(4) The geographic integrity of any city, local neighborhood, or local community of interest shall be respected in a manner that minimizes its division to the extent possible without violating the requirements of paragraphs (1) to (3), inclusive. A community of interest is a contiguous population that shares common social and economic interests that should be included within a single district for purposes of its effective and fair representation. Communities of interest shall not include relationships with political parties, incumbents, or political candidates.

(5) To the extent practicable, and where it does not conflict with paragraphs (1) to (4), inclusive, districts shall be drawn to encourage geographical compactness such that nearby areas of population are not bypassed for more distant areas of population.

(b) The place of residence of any incumbent or political candidate shall not be considered in the creation of a map. Districts shall not be drawn for purposes of favoring or discriminating against an incumbent, political candidate, or political party.

(c) (1) — The commission shall comply with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code).

(2) (A) Before the commission draws a map, the commission shall conduct at least seven public hearings, to take place over a period of no fewer than 30 days, with at least one public hearing held in each supervisorial district.

(B) In the event any state or local health order prohibits large gatherings, the commission may modify the location of the hearings, including use of virtual hearings that use technology to permit remote viewing and participation, to the extent required to comply with public health requirements. If the commission modifies the location of a hearing, it shall provide opportunities to view and listen to proceedings by video, to listen to proceedings by phone, and to provide public comment by phone and in writing with no limitation on the number of commenters. The commission shall, to the greatest extent practicable, provide an opportunity for in-person participation for at least one hearing in each supervisorial district. Methods for providing in-person participation may include, but are not limited to, setting up multiple rooms with audiovisual connections to the hearing, allowing community members to make appointments to make public comment, providing personal protective equipment, or holding hearings in outdoor spaces.

(3) After the commission draws a draft map, the commission shall do both of the following:

(A) Post the map for public comment on the internet website of the County of San Diego.

(B) Conduct at least two public hearings to take place over a period of no fewer than 30 days.

(4) (A) The commission shall establish and make available to the public a calendar of all public hearings described in paragraphs (2) and (3). Hearings shall be scheduled at various times and days of the week to accommodate a variety of work schedules and to reach as large an audience as possible.

(B) Notwithstanding Section 54954.2 of the Government Code, the commission shall post the agenda for the public hearings described in paragraphs (2) and (3) at least seven days before the hearings. The agenda for a meeting required by paragraph (3) shall include a copy of the draft map.

(5) (A) The commission shall arrange for the live translation of a hearing held pursuant to this chapter in an applicable language if a request for translation is made at least 24 hours before the hearing.

(B) For purposes of this paragraph, an "applicable language" means a language for which the number of residents of the County of San Diego who are members of a language minority is greater than or equal to 3 percent of the total voting age residents of the county.

(6) The commission shall take steps to encourage county residents to participate in the redistricting public review process. These steps may include:

(A) Providing information through media, social media, and public service announcements.

(B) Coordinating with community organizations.

(C) Posting information on the internet website of the County of San Diego that explains the redistricting process and includes a notice of each public hearing and the procedures for testifying during a hearing or submitting written testimony directly to the commission.

(7) The board shall take all steps necessary to ensure that a complete and accurate computerized database is available for redistricting, and that procedures are in place to provide to the public ready access to redistricting data and computer software equivalent to what is available to the commission members.

(8) The board shall provide for reasonable funding and staffing for the commission.

(9) All records of the commission relating to redistricting, and all data considered by the commission in drawing a draft map or the final map, are public records.

(d) (1) The commission shall adopt a redistricting plan adjusting the boundaries of the supervisorial districts and shall file the plan with the Clerk of the Board of Supervisors by the map adoption deadline set forth in subdivision (a) of Section ~~21504~~, ~~21140~~. The commission shall not release a draft map before the date set forth in paragraph (3) of subdivision ~~(d)~~ ~~(f)~~ of Section ~~21508~~, ~~21160~~.

(2) The plan shall be subject to referendum in the same manner as ordinances.

(3) The commission shall issue, with the final map, a report that explains the basis on which the commission made its decisions in achieving compliance with the criteria described in subdivisions (a) and (b).

SEC. 27.

Section 21564 of the Elections Code is amended to read:

21564.

(a) The commission shall establish single-member supervisorial districts for the board pursuant to a mapping process using the following criteria as set forth in the following order of priority:

(1) (A) Districts shall comply with the United States Constitution and each district shall have a reasonably equal population with other districts for the board, except where deviation is required to comply with the federal Voting Rights Act of 1965 (52 U.S.C. Sec. 10101 et seq.) or allowable by law.

(B) Population equality shall be based on the total population of residents of the county as determined by the most recent federal decennial census for which the redistricting data described in Public Law 94-171 are available.

(C) Notwithstanding subparagraph (B), an incarcerated person, as that term is used in Section 21003, shall not be counted towards the county's population, except for an incarcerated person whose last known place of residence may be assigned to a census block in the county, if information about the last known place of residence for incarcerated persons is included in the computerized database for redistricting that is developed in accordance with subdivision (b) of Section 8253 of the Government Code, and that database is made publicly available.

(2) Districts shall comply with the federal Voting Rights Act of 1965 (52 U.S.C. Sec. 10101 et seq.).

(3) Districts shall be geographically contiguous.

(4) The geographic integrity of any city, local neighborhood, or local community of interest shall be respected in a manner that minimizes its division to the extent possible without violating the requirements of paragraphs (1) to (3), inclusive. A community of interest is a contiguous population that shares common social and economic interests that should be included within a single district for purposes of its effective and fair representation. Communities of interest shall not include relationships with political parties, incumbents, or political candidates.

(5) To the extent practicable, and where this does not conflict with paragraphs (1) to (4), inclusive, districts shall be drawn to encourage geographical compactness such that nearby areas of population are not bypassed for more distant areas of population.

(b) The place of residence of any incumbent or political candidate shall not be considered in the creation of a map. Districts shall not be drawn for purposes of favoring or discriminating against an incumbent, political candidate, or political party.

(c) (1) The commission shall comply with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code).

(2) (A) Before the commission draws a map, the commission shall conduct at least seven public hearings, to take place over a period of no fewer than 30 days, with at least one public hearing held in each supervisorial district.

(B) ~~+~~ In the event a state or local health order prohibits large gatherings, the commission may modify the location of the hearings, including through the use of virtual hearings that use technology to permit remote viewing and participation, to the extent required to comply with public health requirements. If the commission modifies the location of a hearing, it shall provide opportunities to view and listen to proceedings by video, to listen to proceedings by phone, and to provide public comment by phone and in writing with no limitation on the number of commenters. The commission shall, to the greatest extent practicable, provide an opportunity for in-person participation for at least one hearing in each supervisorial district. Methods for providing in-person participation may include, but are not limited to, setting up multiple rooms with audiovisual connections to the hearing, allowing community members to make appointments to make public comment, providing personal protective equipment, or holding hearings in outdoor spaces.

(3) After the commission draws a draft map, the commission shall do both of the following:

(A) Post the map for public comment on the internet website of the County of Fresno.

(B) Conduct at least two public hearings to take place over a period of no fewer than 30 days.

(4) (A) The commission shall establish and make available to the public a calendar of all public hearings described in paragraphs (2) and (3). Hearings shall be scheduled at various times and days of the week to accommodate a variety of work schedules and to reach as large an audience as possible.

(B) Notwithstanding Section 54954.2 of the Government Code, the commission shall post the agenda for the public hearings described in paragraphs (2) and (3) at least seven days before the hearings. The agenda for a meeting required by paragraph (3) shall include a copy of the draft map.

(5) (A) The commission shall arrange for the live translation of a hearing held pursuant to this chapter in an applicable language if a request for translation is made at least 24 hours before the hearing.

(B) For purposes of this paragraph, an "applicable language" means a language for which the number of residents of the County of Fresno who are members of a language minority is greater than or equal to 3 percent of the total voting age residents of the county.

(6) The commission shall take steps to encourage county residents to participate in the redistricting public review process. These steps may include:

(A) Providing information through media, social media, and public service announcements.

(B) Coordinating with community organizations.

(C) Posting information on the internet website of the County of Fresno that explains the redistricting process and includes a notice of each public hearing and the procedures for testifying during a hearing or submitting written testimony directly to the commission.

(7) The board shall take all steps necessary to ensure that a complete and accurate computerized database is available for redistricting, and that procedures are in place to provide to the public ready access to redistricting data and computer software equivalent to what is available to the commission members.

(8) The board shall provide reasonable funding and staffing for the commission.

(9) All records of the commission relating to redistricting, and all data considered by the commission in drawing a draft map or the final map, are public records.

(d) (1) The commission shall adopt a redistricting plan adjusting the boundaries of the supervisorial districts and shall file the plan with the county elections official by the map adoption deadline set forth in subdivision (a) of Section ~~21504~~, 21140. The commission shall not release a draft map before the date set forth in paragraph (3) of subdivision ~~(e)~~ (f) of Section ~~21508~~, 21160.

(2) The plan shall be subject to referendum in the same manner as ordinances.

(3) The commission shall issue, with the final map, a report that explains the basis on which the commission made its decisions in achieving compliance with the criteria described in subdivisions (a) and (b).

SEC. 28.

Section 21574 of the Elections Code is amended to read:

21574.

(a) The commission shall establish single-member supervisorial districts for the board pursuant to a mapping process using the following criteria as set forth in the following order of priority:

(1) (A) Districts shall comply with the United States Constitution and each district shall have a reasonably equal population with other districts for the board, except where deviation is required to comply with the federal Voting Rights Act of 1965 (52 U.S.C. Sec. 10101 et seq.) or allowable by law.

(B) Population equality shall be based on the total population of residents of the county as determined by the most recent federal decennial census for which the redistricting data described in Public Law 94-171 are available.

(C) Notwithstanding subparagraph (B), an incarcerated person, as that term is used in Section 21003, shall not be counted towards the county's population, except for an incarcerated person whose last known place of residence may be assigned to a census block in the county, if information about the last known place of residence for incarcerated persons is included in the computerized database for redistricting that is developed in accordance with subdivision (b) of Section 8253 of the Government Code, and that database is made publicly available.

(2) Districts shall comply with the federal Voting Rights Act of 1965 (52 U.S.C. Sec. 10101 et seq.).

(3) Districts shall be geographically contiguous.

(4) The geographic integrity of any city, local neighborhood, or local community of interest shall be respected in a manner that minimizes its division to the extent possible without violating the requirements of paragraphs (1) to (3), inclusive. A community of interest is a contiguous population that shares common social and economic interests that should be included within a single district for purposes of its effective and fair representation. Communities of interest shall not include relationships with political parties, incumbents, or political candidates.

(5) To the extent practicable, and where this does not conflict with paragraphs (1) to (4), inclusive, districts shall be drawn to encourage geographical compactness such that nearby areas of population are not bypassed for more distant areas of population.

(b) The place of residence of any incumbent or political candidate shall not be considered in the creation of a map. Districts shall not be drawn for purposes of favoring or discriminating against an incumbent, political candidate, or political party.

(c) (1) The commission shall comply with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code).

(2) (A) Before the commission draws a map, the commission shall conduct at least seven public hearings, to take place over a period of no fewer than 30 days, with at least one public hearing held in each supervisorial district.

(B) In the event a state or local health order prohibits large gatherings, the commission may modify the location of the hearings, including through the use of virtual hearings that use technology to permit remote viewing and participation, to the extent required to comply with public health requirements. If the commission modifies the location of a hearing, it shall provide opportunities to view and listen to proceedings by video, to listen to proceedings by phone, and to provide public comment by phone and in writing with no limitation on the number of commenters. The commission shall, to the greatest extent practicable, provide an opportunity for in-person participation for at least one hearing in each supervisorial district. Methods for providing in-person participation may include, but are not limited to, setting up multiple rooms with audiovisual connections to the hearing, allowing community members to make appointments to make public comment, providing personal protective equipment, or holding hearings in outdoor spaces.

(3) After the commission draws a draft map, the commission shall do both of the following:

(A) Post the map for public comment on the internet website of the County of Kern.

(B) Conduct at least two public hearings to take place over a period of no fewer than 30 days.

(4) (A) The commission shall establish and make available to the public a calendar of all public hearings described in paragraphs (2) and (3). Hearings shall be scheduled at various times and days of the week to accommodate a variety of work schedules and to reach as large an audience as possible.

(B) Notwithstanding Section 54954.2 of the Government Code, the commission shall post the agenda for the public hearings described in paragraphs (2) and (3) at least seven days before the hearings. The agenda for a meeting required by paragraph (3) shall include a copy of the draft map.

(5) (A) The commission shall arrange for the live translation of a hearing held pursuant to this chapter in an applicable language if a request for translation is made at least 24 hours before the hearing.

(B) For purposes of this paragraph, an "applicable language" means a language for which the number of residents of the County of Kern who are members of a language minority is greater than or equal to 3 percent of the total voting age residents of the county.

(6) The commission shall take steps to encourage county residents to participate in the redistricting public review process. These steps may include:

(A) Providing information through media, social media, and public service announcements.

(B) Coordinating with community organizations.

(C) Posting information on the internet website of the County of Kern that explains the redistricting process and includes a notice of each public hearing and the procedures for testifying during a hearing or submitting written testimony directly to the commission.

(7) The board shall take all steps necessary to ensure that a complete and accurate computerized database is available for redistricting, and that procedures are in place to provide to the public ready access to redistricting data and computer software equivalent to what is available to the commission members.

(8) The board shall provide reasonable funding and staffing for the commission.

(9) All records of the commission relating to redistricting, and all data considered by the commission in drawing a draft map or the final map, are public records.

(d) (1) The commission shall adopt a redistricting plan adjusting the boundaries of the supervisorial districts and shall file the plan with the county elections official by the map adoption deadline set forth in subdivision (a) of Section ~~21504~~ 21140. The commission shall not release a draft map before the date set forth in paragraph (3) of subdivision ~~(e)~~ (f) of Section ~~21508~~ 21160.

(2) The plan shall be subject to referendum in the same manner as ordinances.

(3) The commission shall issue, with the final map, a report that explains the basis on which the commission made its decisions in achieving compliance with the criteria described in subdivisions (a) and (b).

SEC. 29.

Section 21600 of the Elections Code is amended to read:

21600.

~~(a)~~ -This article applies to a general law city that elects members of the city's legislative body by districts or from districts, as defined in Section 34871 of the Government Code.

~~(b) This article shall not be interpreted to limit the discretionary remedial authority of any federal or state court.~~

SEC. 30.

Section 21601 of the Elections Code is amended to read:

21601.

~~(a) Following a city's decision to elect its council using district-based elections, or following each federal decennial census for a city whose council is already elected using district-based elections, the council shall, by ordinance or resolution, adopt boundaries for all of the council districts of the city so that the council districts shall be substantially equal in population as required by the United States Constitution.~~ *pursuant to Chapter 2 (commencing with Section 21100).*

~~(1) Population equality shall be based on the total population of residents of the city as determined by the most recent federal decennial census for which the redistricting data described in Public Law 94-171 are available.~~

~~(2) Notwithstanding paragraph (1), an incarcerated person as that term is used in Section 21003, shall not be counted towards a city's population, except for an incarcerated person whose last known place of residence may be assigned to a census block in the city, if information about the last known place of residence for incarcerated persons is included in the computerized database for redistricting that is developed in accordance with subdivision (b) of Section 8253 of the Government Code, and that database is made publicly available.~~

~~(b) The council shall adopt council district boundaries that comply with the United States Constitution, the California Constitution, and the federal Voting Rights Act of 1965 (52 U.S.C. Sec. 10301 et seq.).~~

~~(c) The council shall adopt district boundaries using the following criteria as set forth in the following order of priority:~~

~~(1) To the extent practicable, council districts shall be geographically contiguous. Areas that meet only at the points of adjoining corners are not contiguous. Areas that are separated by water and not connected by a bridge, tunnel, or regular ferry service are not contiguous.~~

~~(2) To the extent practicable, the geographic integrity of any local neighborhood or local community of interest shall be respected in a manner that minimizes its division. A "community of interest" is a population that shares common social or economic interests that should be included within a single district for purposes of its effective and fair representation. Communities of interest do not include relationships with political parties, incumbents, or political candidates.~~

~~(3) Council district boundaries should be easily identifiable and understandable by residents. To the extent practicable, council districts shall be bounded by natural and artificial barriers, by streets, or by the boundaries of the city.~~

~~(4) To the extent practicable, and where it does not conflict with the preceding criteria in this subdivision, council districts shall be drawn to encourage geographical compactness in a manner that nearby areas of population are not bypassed in favor of more distant populations.~~

~~(d) The council shall not adopt council district boundaries for the purpose of favoring or discriminating against a political party.~~

~~(e) For purposes of this article, "adopt" or "adoption" in regard to council district boundaries means the passage of an ordinance or resolution specifying those boundaries.~~

SEC. 31.

Section 21602 of the Elections Code is repealed.

21602.

~~(a) (1) For redistricting occurring in 2031 and thereafter, the boundaries of the council districts shall be adopted by the council not later than 205 days before the city's next regular election occurring after January 1 in each year ending in the number two.~~

~~(2) For redistricting occurring before 2031 and where a city has a regular election occurring after January 1, 2022, and before July 1, 2022, the boundaries of the council districts shall be adopted by the council not later than 174 days before that election.~~

~~(3) For redistricting occurring before 2031 and where a city does not have a regular election occurring after January 1, 2022 and before July 1, 2022, the boundaries of the council districts shall be adopted by the council not later than 205 days before the city's next regular election occurring on or after July 1, 2022.~~

~~(b) This section does not apply when a city transitions from at-large to district-based elections.~~

SEC. 32.

Section 21603 of the Elections Code is amended to read:

21603.

(a) If the boundaries of a city expand by the addition of new territory, including through annexation of unincorporated territory or consolidation with another city, the council shall add that new territory to the nearest existing council district without changing the boundaries of other council district boundaries.

(b) Notwithstanding subdivision (a), the council may adopt new boundaries for each council district ~~under the circumstances described in subdivision (a)~~ *pursuant to Chapter 2 (commencing with Section 21100) if the boundaries of the city expand by the addition of new territory and* if both of the following conditions are met:

(1) There are more than four years until the council is next required to redistrict pursuant to Section 21601.

(2) The population of the new territory being annexed or consolidated is greater than 25 percent of the city's population, as determined by the most recent federal decennial census.

SEC. 33.

Section 21605 of the Elections Code is amended to read:

21605.

(a) After redistricting or ~~districting pursuant to Section 21601 or 21603,~~ *districting,* a council shall not adopt new council district boundaries until after the next federal decennial census, except under the following circumstances:

(1) A court orders the council to redistrict.

(2) The council is settling a legal claim that its council district boundaries violate the United States Constitution, the federal Voting Rights Act of 1965 (52 U.S.C. Sec. 10301 et seq.), or this article.

(3) The boundaries of the city change by the addition of territory pursuant to Section 21603 or by the subtraction of territory.

(4) The number of council members elected by districts or from districts is increased or decreased.

(5) An independent redistricting commission is established pursuant to Section 23003 to adopt new council districts between federal decennial censuses and the districts being replaced were adopted by the city council.

(b) This section does not prohibit a council from adopting council districts between federal decennial censuses if the council is adopting council districts for the first time, including when a city adopts council districts for the purpose of transitioning from electing its council members in at-large elections to elections by districts or from districts.

SEC. 34.

Section 21606 of the Elections Code is amended to read:

21606.

(a) The term of office of any council member who has been elected and whose term of office has not expired shall not be affected by any change in the boundaries of the district from which the council member was ~~elected.~~ *elected and that member shall continue to represent the constituents residing in the district boundaries from which the member was elected for the duration of that term of office. This section does not prevent a city council from assigning a city elected official or city official to provide constituent services to residents of an area that is temporarily not represented by a council member due to redistricting.*

(b) At the first election for council members in each city following adoption of the boundaries of council districts, excluding a special election to fill a vacancy or a recall election, a council member shall be elected for each district under the new district plan that has the same district number as a district whose incumbent's term is due to expire. This subdivision does not apply when a city transitions from at-large to district-based elections.

(c) Except as provided in subdivision (a), a person is not eligible to hold office as a member of a city council unless that person meets the requirements of Section 201 of the Elections Code and Section 34882 of the Government Code.

SEC. 35.

Section 21607 of the Elections Code is repealed.

~~21607.~~

~~Before adopting the boundaries of a council district pursuant to Section 21601 or 21603, or for any other reason, the council shall hold public hearings on the proposal in accordance with Section 21607.1. This section does not apply when a city transitions from at-large to district-based elections.~~

SEC. 36.

Section 21607.1 of the Elections Code is repealed.

~~21607.1.~~

~~(a) Before adopting a final map, the council shall hold at least four public hearings at which the public is invited to provide input regarding the composition of one or more council districts.~~

~~(1) At least one public hearing shall be held before the council draws a draft map or maps of the proposed council boundaries.~~

~~(2) At least two public hearings shall be held after the council has drawn a draft map or maps of the proposed council boundaries.~~

~~(b) At least one public hearing or public workshop shall be held on a Saturday, on a Sunday, or after 6 p.m. on a weekday Monday through Friday.~~

~~(c) Public hearing buildings shall be accessible to persons with disabilities.~~

~~(d) If a public hearing is consolidated with a regular or special meeting of the council that includes other substantive agenda items, the public hearing shall begin at a fixed time regardless of its order on the agenda, except that the council may first conclude any item being discussed or acted upon, including any associated public comment, when that time occurs. The time of the public hearing shall be noticed to the public.~~

~~(e) The council may have city staff or a consultant conduct one or more public workshops in lieu of holding one of the public hearings required by paragraph (1) of subdivision (a).~~

~~(f) The council may establish an advisory redistricting commission pursuant to Section 23002 to hold the public hearings required by paragraph (1) of subdivision (a).~~

SEC. 37.

Section 21608 of the Elections Code is repealed.

~~21608.~~

~~(a) The council shall take steps to encourage residents, including those in underrepresented communities and non-English speaking communities, to participate in the redistricting public review process. These steps shall include a good faith effort to do all of the following:~~

~~(1) Providing information to media organizations that provide city news coverage, including media organizations that serve language minority communities.~~

~~(2) Providing information through good government, civil rights, civic engagement, and community groups or organizations that are active in the city, including those active in language minority communities, and those that have requested to be notified concerning city redistricting.~~

~~(b) The council shall arrange for the live translation in an applicable language of a public hearing or workshop held pursuant to this article if a request for translation is made at least 72 hours before the hearing or workshop, unless less than five days' notice are provided for the hearing or workshop, in which case the request shall be made at least 48 hours before the hearing or workshop.~~

~~(c) Notwithstanding Section 54954.2 of the Government Code, the council shall publish the date, time, and location for any public hearing or workshop on the internet at least five days before the hearing or workshop. However, if there are fewer than 28 days until the deadline to adopt boundaries, the council may publish the agenda on the internet for at least three days before the hearing or workshop.~~

~~(d) (1) A draft map shall be published on the internet for at least seven days before being adopted as a final map by the council provided that, if there are fewer than 28 days until the deadline to adopt boundaries, the draft map may instead be published on the internet for at least three days.~~

~~(2) Each draft map prepared by a member of the council or by employees or contractors of the city shall be accompanied by information on the total population, citizen voting age population, and racial and ethnic characteristics of the citizen voting age population of each proposed council district, to the extent the city has that data.~~

~~(3) (A) The council and employees or contractors of the city shall not release draft maps of council districts earlier than three weeks after the block-level redistricting database required by subdivision (b) of Section 8253 of the Government Code is first made publicly available. This subparagraph does not prohibit the council from holding public hearings or workshops on the placement of council district boundaries before the earliest date that draft maps of council districts may be released.~~

~~(B) If the period of time between the date that the redistricting database is made publicly available and the map adoption deadline is fewer than 90 days and more than 59 days, the waiting period required by subparagraph (A) is reduced to one week. If the period of time between the date that the redistricting database is made publicly available and the map adoption deadline is fewer than 60 days, then the waiting period required by subparagraph (A) is waived.~~

~~(c) The council shall allow the public to submit testimony or draft maps in writing and electronically.~~

~~(f) The city shall either record or prepare a written summary of each public comment and council deliberation made at every public hearing or workshop held pursuant to this article. The city shall make the recording or written summary available to the public within two weeks after the public hearing or workshop.~~

~~(g) The council shall establish, and maintain for at least 10 years after the adoption of new council district boundaries, an internet web page dedicated to redistricting. The web page may be hosted on the city's existing internet website or another internet website maintained by the city. The web page shall include, or link to, all of the following information:~~

~~(1) A general explanation of the redistricting process for the city in English and applicable languages.~~

~~(2) The procedures for a member of the public to testify during a public hearing or to submit written testimony directly to the council in English and any applicable language.~~

~~(3) A calendar of all public hearing and workshop dates. A calendar listing that includes the time and location of the public hearing or workshop satisfies the notice required by subdivision (c).~~

~~(4) The notice and agenda for each public hearing and workshop.~~

~~(5) The recording or written summary of each public hearing and workshop.~~

~~(6) Each draft map considered by the council at a public hearing.~~

~~(7) The adopted final map of council district boundaries.~~

~~(h) For purposes of this section, "applicable language" means any language that is spoken by a group of city residents with limited English proficiency who constitute 3 percent or more of the city's total population over four years of age for whom language can be determined. Before January 1, 2021, and before January 1 in every year ending in the number one thereafter, the Secretary of State shall post the applicable languages for each city in a conspicuous location on the Secretary of State's internet website. To determine the applicable languages for each city, in 2020 and in each year ending in the number zero thereafter, the Secretary of State, in consultation with the Statewide Database, shall request a special tabulation from the United States Bureau of the Census of the most recent data on limited English proficiency from the bureau's American Community Survey that satisfies this subdivision. If the bureau is unable to produce that data, the Secretary of State shall base the Secretary of State's determination on the table from the American Community Survey enumerating the number of residents with limited English proficiency that has the largest number of languages included, that is publicly available, and that was produced within the previous ten years.~~

~~(i) This section does not apply when a city transitions from at-large to district-based elections.~~

~~(j) Before January 1, 2021, and before January in each year ending in the number one thereafter, the Secretary of State shall publish on the internet a template explaining the city redistricting process that meets the requirements of paragraphs (1) and (2), inclusive, of subdivision (g). The Secretary of State shall publish the template in all of the languages into which ballots are required to be translated in the~~

state pursuant to subdivision (h). The template shall be published in the same conspicuous location on the Secretary of State's internet website that is described in subdivision (h).

SEC. 38.

Section 21609 of the Elections Code is repealed.

~~21609.~~

~~(a) If the council does not adopt council district boundaries by the deadlines set forth in Section 21602, the council shall immediately petition the superior court in the county in which the city is located for an order adopting council district boundaries. If the council does not petition the superior court within five days after the deadline, any resident of the city may file that petition and shall be entitled to recover the resident's reasonable attorney's fees and costs from the city for doing so.~~

~~(b) (1) Upon finding that a petition filed pursuant to subdivision (a) is valid, the superior court shall adopt council district boundaries in accordance with the criteria set forth in Section 21601, which shall be used in the city's next regular election. The superior court may also order the adjustment of electoral deadlines as necessary to implement the new council district boundaries in the next regular election.~~

~~(2) The superior court may appoint a special master to assist the court with adopting the council district boundaries. The city shall pay the cost for the special master and associated costs.~~

~~(3) The superior court or the special master shall hold one or more public hearings before the superior court adopts the council district boundaries.~~

~~(4) Subject to the approval of the superior court, the special master may employ redistricting experts or other consultants or counsel, independent experts in the field of redistricting and computer technology, and other necessary personnel to assist them in their work. In addition, the special master may seek the full cooperation of the city in producing and using whatever data, computer models and programs, and technical assistance that was made available to the council and city personnel who are knowledgeable in the mechanics of drafting redistricting legislation. The superior court may assist the special master in securing the necessary personnel and the physical facilities required for their work, and to prepare for the prompt submission to the city of a request for city funding for the necessary expenses of the special master and the special master's staff.~~

~~(5) The council district boundaries adopted by the superior court shall be immediately effective in the same manner as if the court's order were an enacted resolution or ordinance of the city council.~~

SEC. 39.

Section 21620 of the Elections Code is amended to read:

21620.

~~(a)~~ This article applies to a charter city that elects members of the city's legislative body by districts or from districts, as defined in Section 34871 of the Government Code.

~~(b) This article shall not be interpreted to limit the discretionary remedial authority of any federal or state court.~~

SEC. 40.

Section 21621 of the Elections Code is amended to read:

21621.

~~(a) Following a city's decision to elect its council using district-based elections, or following each federal decennial census for a city whose council is already elected using district-based elections, the council shall, by ordinance or resolution, adopt boundaries for all of the council districts of the city so that the council districts shall be substantially equal in population as required by the United States Constitution, pursuant to Chapter 2 (commencing with Section 21100).~~

~~(1) Population equality shall be based on the total population of residents of the city as determined by the most recent federal decennial census for which the redistricting data described in Public Law 94-171 are available.~~

~~(2) Notwithstanding paragraph (1), an incarcerated person, as that term is used in Section 21003, shall not be counted towards a city's population, except for an incarcerated person whose last known place of residence may be assigned to a census block in the city, if information about the last known place of residence for incarcerated persons is included in the computerized database for redistricting that is developed in accordance with subdivision (b) of Section 8253 of the Government Code, and that database is made publicly available.~~

~~(b) The council shall adopt council district boundaries that comply with the United States Constitution, the California Constitution, and the federal Voting Rights Act of 1965 (52 U.S.C. Sec. 10301 et seq.).~~

~~(c) The council shall adopt district boundaries using the following criteria as set forth in the following order of priority:~~

~~(1) To the extent practicable, council districts shall be geographically contiguous. Areas that meet only at the points of adjoining corners are not contiguous. Areas that are separated by water and not connected by a bridge, tunnel, or regular ferry service are not contiguous.~~

~~(2) To the extent practicable, the geographic integrity of any local neighborhood or local community of interest shall be respected in a manner that minimizes its division. A "community of interest" is a population that shares common social or economic interests that should be included within a single district for purposes of its effective and fair representation. Communities of interest do not include relationships with political parties, incumbents, or political candidates.~~

~~(3) Council district boundaries should be easily identifiable and understandable by residents. To the extent practicable, council districts shall be bounded by natural and artificial barriers, by streets, or by the boundaries of the city.~~

~~(4) To the extent practicable, and where it does not conflict with the preceding criteria in this subdivision, council districts shall be drawn to encourage geographical compactness in a manner that nearby areas of population are not bypassed in favor of more distant populations.~~

~~(d) The council shall not adopt council district boundaries for the purpose of favoring or discriminating against a political party.~~

~~(e) Subdivision (c) does not apply to a charter city that has adopted comprehensive or exclusive redistricting criteria in its city charter. For purposes of this subdivision, "comprehensive or exclusive" means either that the city's charter excludes consideration of redistricting criteria other than those that are identified in the city charter or that the city's charter provides two or more traditional criteria for redistricting other than the requirement that districts be equal in population.~~

~~(f) For purposes of this article, "adopt" or "adoption" in regard to council district boundaries means the passage of an ordinance or resolution specifying those boundaries.~~

SEC. 41.

Section 21622 of the Elections Code is repealed.

~~21622.~~

~~(a) (1) For redistricting occurring in 2031 and thereafter, the boundaries of the council districts shall be adopted by the council not later than 205 days before the city's next regular election occurring after January 1 in each year ending in the number two.~~

~~(2) For redistricting occurring before 2031 and where a city has a regular election occurring after January 1, 2022 and before July 1, 2022, the boundaries of the council districts shall be adopted by the council not later than 174 days before that election. For cities that charge candidates a filing fee, notwithstanding subdivision (b) of Section 8106, the forms required under that subdivision shall not be made available until at least 28 days after the adoption of a final map. The elections official shall reduce the required number of signatures for the in-lieu-filing-fee petition, as specified in subdivision (a) of Section 8106, by the same proportion as the reduction in time for the candidate to collect signatures.~~

~~(3) For redistricting occurring before 2031 and where a city does not have a regular election occurring after January 1, 2022 and before July 1, 2022, the boundaries of the council districts shall be adopted by the council not later than 205 days before the city's next regular election occurring on or after July 1, 2022.~~

~~(b) This section does not apply to a charter city that has adopted a different redistricting deadline by ordinance or in its city charter.~~

~~(c) This section does not apply when a city transitions from at-large to district-based elections.~~

SEC. 42.

Section 21623 of the Elections Code is amended to read:

21623.

(a) If the boundaries of a city expand by the addition of new territory, including through annexation of unincorporated territory or consolidation with another city, the council shall add that new territory to the nearest existing council district without changing the boundaries of other council district boundaries.

(b) Notwithstanding subdivision (a), the council may adopt new boundaries for each council district ~~under the circumstances described in subdivision (a)~~ pursuant to Chapter 2 (commencing with Section 21100) if the boundaries of the city expand by the addition of new territory and if both of the following conditions are met:

(1) There are more than four years until the council is next required to redistrict pursuant to Section 21621.

(2) The population of the new territory being annexed or consolidated is greater than 25 percent of the city's population as determined by the most recent federal decennial census.

(c) This section does not apply to a charter city that has adopted, by ordinance or in its city charter, a different standard for adding new territory to existing council districts.

SEC. 43.

Section 21625 of the Elections Code is amended to read:

21625.

(a) After redistricting or ~~districting pursuant to Section 21621 or 21623,~~ *districting*, a council shall not adopt new council district boundaries until after the next federal decennial census, except under the following circumstances:

(1) A court orders the council to redistrict.

(2) The council is settling a legal claim that its council district boundaries violate the United States Constitution, the federal Voting Rights Act of 1965 (52 U.S.C. Sec. 10301 et seq.), or this article.

(3) The boundaries of the city change by the addition of territory pursuant to Section 21623 or by the subtraction of territory.

(4) The number of council members elected by districts or from districts is increased or decreased.

(5) An independent redistricting commission is established pursuant to Section 23003 to adopt new council districts between federal decennial censuses and the districts being replaced were adopted by the city council.

(b) This section does not prohibit a council from adopting council districts between federal decennial censuses if the council is adopting council districts for the first time, including when a city adopts council districts for the purpose of transitioning from electing its council members in at-large elections to elections by districts or from districts.

(c) This section does not apply to a charter city that has adopted different rules for mid-cycle redistricting in its city charter.

SEC. 44.

Section 21626 of the Elections Code is amended to read:

21626.

(a) The term of office of any council member who has been elected and whose term of office has not expired shall not be affected by any change in the boundaries of the district from which the council member was ~~elected.~~ *elected and that member shall continue to represent the constituents residing in the district boundaries from which the member was elected for the duration of that term of office. This section does not prevent a city council from assigning a city elected official or city official to provide constituent services to residents of an area that is temporarily not represented by a council member due to redistricting.*

(b) At the first election for council members in each city following adoption of the boundaries of council districts, excluding a special election to fill a vacancy or a recall election, a council member shall be elected for each district under the new district plan that has the same district number as a district whose incumbent's term is due to expire. This subdivision does not apply when a city transitions from at-large to district-based elections.

(c) For a city employing both a primary and a general election, a change in the boundaries of a council district shall not be made between the direct primary election and the general election.

(d) Except as provided in subdivision (a), a person is not eligible to hold office as a member of a city council unless that person meets the requirements of Section 201 of the Elections Code and Section 34882 of the Government Code.

SEC. 45.

Section 21627 of the Elections Code is repealed.

~~21627.~~

~~Before adopting the boundaries of a council district pursuant to Section 21621 or 21623, or for any other reason, the council shall hold public hearings on the proposal in accordance with Section 21627.1. This section does not apply when a city transitions from at-large to district-based elections.~~

SEC. 46.

Section 21627.1 of the Elections Code is repealed.

~~21627.1.~~

~~(a) Before adopting a final map, the council shall hold at least four public hearings at which the public is invited to provide input regarding the composition of one or more council districts.~~

~~(1) At least one public hearing shall be held before the council draws a draft map or maps of the proposed council boundaries.~~

~~(2) At least two public hearings shall be held after the council has drawn a draft map or maps of the proposed council boundaries.~~

~~(b) At least one public hearing or public workshop shall be held on a Saturday, on a Sunday, or after 6 p.m. on a weekday Monday through Friday.~~

~~(c) Public hearing buildings shall be accessible to persons with disabilities.~~

~~(d) If a public hearing is consolidated with a regular or special meeting of the council that includes other substantive agenda items, the public hearing shall begin at a fixed time regardless of its order on the agenda, except that the council may first conclude any item being discussed or acted upon, including any associated public comment, when that time occurs. The time of the public hearing shall be noticed to the public.~~

~~(e) The council may have city staff or a consultant conduct one or more public workshops in lieu of holding one of the public hearings required by paragraph (1) of subdivision (a).~~

~~(f) The council may establish an advisory redistricting commission to hold the public hearings required by paragraph (1) of subdivision (a).~~

SEC. 47.

Section 21628 of the Elections Code is repealed.

~~21628.~~

~~(a) The council shall take steps to encourage residents, including those in underrepresented communities and non-English speaking communities, to participate in the redistricting public review process. These steps shall include a good faith effort to do all of the following:~~

~~(1) Providing information to media organizations that provide city news coverage, including media organizations that serve language minority communities.~~

~~(2) Providing information through good government, civil rights, civic engagement, and community groups or organizations that are active in the city, including those active in language minority communities, and those that have requested to be notified concerning city redistricting.~~

~~(b) The council shall arrange for the live translation in an applicable language of a public hearing or workshop held pursuant to this article if a request for translation is made at least 72 hours before the hearing or workshop, unless less than five days' notice are provided for the hearing or workshop, in which case the request shall be made at least 48 hours before the hearing or workshop.~~

~~(c) Notwithstanding Section 54954.2 of the Government Code, the council shall publish the date, time, and location for any public hearing or workshop on the internet at least five days before the hearing or workshop. However, if there are fewer than 28 days until the deadline to adopt boundaries, the council may publish the agenda on the internet for at least three days before the hearing or workshop.~~

~~(d) (1) A draft map shall be published on the internet for at least seven days before being adopted as a final map by the council provided that, if there are fewer than 28 days until the deadline to adopt boundaries, the draft map may instead be published on the internet for at least three days.~~

~~(2) Each draft map prepared by a member of the council or by employees or contractors of the city shall be accompanied by information on the total population, citizen voting age population, and racial and ethnic characteristics of the citizen voting age population of each proposed council district, to the extent the city has that data.~~

~~(3) (A) The council and employees or contractors of the city shall not release draft maps of council districts earlier than three weeks after the block level redistricting database required by subdivision (b) of Section 8253 of the Government Code is first made publicly available. This subparagraph does not prohibit the council from holding public hearings or workshops on the placement of council district boundaries before the earliest date that draft maps of council districts may be released.~~

~~(B) If the period of time between the date that the redistricting database is made publicly available and the map adoption deadline is fewer than 90 days and more than 59 days, then the waiting period required by subparagraph (A) is reduced to one week. If the period of time between the date that the redistricting database is made publicly available and the map adoption deadline is fewer than 60 days, then the waiting period required by subparagraph (A) is waived.~~

~~(e) The council shall allow the public to submit testimony or draft maps in writing and electronically.~~

~~(f) The city shall either record or prepare a written summary of each public comment and council deliberation made at every public hearing or workshop held pursuant to this article. The city shall make the recording or written summary available to the public within two weeks after the public hearing or workshop.~~

~~(g) The council shall establish, and maintain for at least 10 years after the adoption of new council district boundaries, an internet web page dedicated to redistricting. The web page may be hosted on the city's existing internet website or another internet website maintained by the city. The web page shall include, or link to, all of the following information:~~

~~(1) A general explanation of the redistricting process for the city in English and applicable languages.~~

~~(2) The procedures for a member of the public to testify during a public hearing or to submit written testimony directly to the council in English and any applicable language.~~

~~(3) A calendar of all public hearing and workshop dates. A calendar listing that includes the time and location of the public hearing or workshop satisfies the notice required by subdivision (c).~~

~~(4) The notice and agenda for each public hearing and workshop.~~

~~(5) The recording or written summary of each public hearing and workshop.~~

~~(6) Each draft map considered by the council at a public hearing.~~

~~(7) The adopted final map of council district boundaries.~~

~~(h) For purposes of this section, "applicable language" means any language that is spoken by a group of city residents with limited English proficiency who constitute 3 percent or more of the city's total population over four years of age for whom language can be determined. Before January 1, 2021, and before January 1 in every year ending in the number one thereafter, the Secretary of State shall post the applicable languages for each city in a conspicuous location on the Secretary of State's internet website. To determine the applicable languages for each city, in 2020 and in each year ending in the number zero thereafter, the Secretary of State, in consultation with the Statewide Database, shall request a special tabulation from the United States Bureau of the Census of the most recent data on limited English proficiency from the bureau's American Community Survey that satisfies this subdivision. If the bureau is unable to produce that data, the Secretary of State shall base the Secretary of State's determination on the table from the American Community Survey enumerating the number of residents with limited English proficiency that has the largest number of languages included, that is publicly available, and that was produced within the previous ten years.~~

~~(i) This section does not apply when a city transitions from at-large to district-based elections.~~

~~(j) Before January 1, 2021, and before January in each year ending in the number one thereafter, the Secretary of State shall publish on the internet a template explaining the city redistricting process that meets the requirements of paragraphs (1) and (2), inclusive, of subdivision (g). The Secretary of State shall publish the template in all of the languages into which ballots are required to be translated in the state pursuant to subdivision (h). The template shall be published in the same conspicuous location on the Secretary of State's internet website that is described in subdivision (h).~~

SEC. 48.

Section 21629 of the Elections Code is repealed.

21629.

~~(a) If the council does not adopt council district boundaries by the deadlines set forth in Section 21622, the council shall immediately petition the superior court in the county in which the city is located for an order adopting council district boundaries. If the council does not petition the superior court within five days after the deadline, any resident of the city may file that petition and shall be entitled to recover the resident's reasonable attorney's fees and costs from the city for doing so.~~

~~(b) (1) Upon finding that a petition filed pursuant to subdivision (a) is valid, the superior court shall adopt council district boundaries in accordance with the criteria set forth in Section 21621, which shall be used in the city's next regular election. The superior court may also order the adjustment of electoral deadlines as necessary to implement the new council district boundaries in the next regular election.~~

~~(2) The superior court may appoint a special master to assist the court with adopting the council district boundaries. The city shall pay the cost for the special master and associated costs.~~

~~(3) The superior court or the special master shall hold one or more public hearings before the superior court adopts the council district boundaries.~~

~~(4) Subject to the approval of the superior court, the special master may employ redistricting experts or other consultants or counsel, independent experts in the field of redistricting and computer technology, and other necessary personnel to assist them in their work. In addition, the special master may seek the full cooperation of the city in producing and using whatever data, computer models and programs, and technical assistance that was made available to the council and city personnel who are knowledgeable in the mechanics of drafting redistricting legislation. The superior court may assist the special master in securing the necessary personnel and the physical facilities required for their work, and to prepare for the~~

~~prompt submission to the city of a request for city funding for the necessary expenses of the special master and the special master's staff.~~

~~(5) The council district boundaries adopted by the superior court shall be immediately effective in the same manner as if the court's order were an enacted resolution or ordinance of the city council.~~

~~(c) This section does not apply to a charter city that has adopted in its city charter a different method for adopting city council district boundaries when a redistricting deadline is missed.~~

SEC. 49.

Section 21630 of the Elections Code is amended to read:

21630.

If a council assigns the responsibility to recommend or to adopt new district boundaries to a hybrid or independent redistricting commission as defined in Section 23000, the charter city remains subject to the redistricting deadlines, requirements, and restrictions that apply to the council under this ~~article,~~ *article and Chapter 2 (commencing with Section 21100)*, unless otherwise exempted by law. A redistricting commission described in this section may perform the duties required of a city council under this article.

SEC. 50.

Section 22000 of the Elections Code is amended to read:

22000.

~~(a) Each district required by its authorizing act to adjust division boundaries pursuant to this section shall, by resolution, after- Following a special district's decision to elect its board of directors using district-based elections, or following each federal decennial census, and using that census as a basis, adjust the boundaries of any divisions so that the divisions are, as far as practicable, equal in population and in compliance with Section 10301 of Title 52 of the United States Code, as amended, to the extent those provisions apply. In adjusting the boundaries of the divisions, the board may give consideration to the following factors: (1) topography, (2) geography, (3) cohesiveness, contiguity, integrity, and compactness of territory, and (4) community of interests of the division. This section does not apply to divisions in which only landowners vote for directors or whose directors are all elected at large or appointed. census for a special district whose board of directors is already elected using district-based elections, the board of directors shall, by resolution, adopt boundaries for all of the divisions of the special district pursuant to Chapter 2 (commencing with Section 21100).~~

(b) The resolution specified in subdivision (a) shall be adopted by a vote of not less than a majority of the directors.

(c) At the time of, or after, any annexation of territory to the district, the board of directors shall designate, by resolution, the division of which the annexed territory shall be a part.

(d) ~~No-~~ *Except as provided in Section 21140, no* change in division boundaries may be made within 180 days preceding the election of any director.

(e) (1) A change in division boundaries shall not affect the term of office of any director.

(2) If division boundaries are adjusted, the director of the division whose boundaries have been adjusted shall continue to be the director of the division bearing the number of ~~his or her-~~ *that* division as formerly comprised until the office becomes vacant by means of term expiration or otherwise, whether or not the

director is a resident within the boundaries of the division as adjusted. *The director shall continue to represent the constituents residing in the district boundaries from which the director was elected for the duration of that term of office. This section does not prevent a board from assigning a director or special district official to provide constituent services to residents of an area that is temporarily not represented by a director due to redistricting.*

(f) The successor to the office in a division whose boundaries have been adjusted shall be a resident and voter of that division.

(g) A district is not required to adjust the boundaries of any divisions pursuant to this section until after the 2000 federal decennial census.

(h) ~~Nothing in this~~ *This* section shall *not* be construed to prohibit or restrict a district from adjusting the boundaries of any divisions ~~whenever the governing body of~~ *pursuant to Chapter 2 (commencing with Section 21100) whenever the board of directors of* the district determines by a two-thirds vote of the ~~governing body~~ *board* that a sufficient change in population has occurred that makes it desirable in the opinion of the ~~governing body~~ *board* to adjust the boundaries of any divisions, or whenever any territory is added by or excluded from the district.

SEC. 51.

Section 22001 of the Elections Code is repealed.

~~22001.~~

~~Before adjusting the boundaries of a division pursuant to Section 22000 or for any other reason, the governing body of the district shall hold at least one public hearing on the proposal to adjust the boundaries of the division prior to the public hearing at which the governing body votes to approve or defeat the proposal.~~

SEC. 52.

Section 22001 is added to the Elections Code, to read:

~~22001.~~

This chapter and Chapter 2 (commencing with Section 21100) do not apply to special districts in which only landowners vote for directors or whose directors are all elected at large or appointed.

SEC. 53.

Section 22002 of the Elections Code is repealed.

~~22002.~~

~~For purposes of this chapter, the date of adoption of a resolution adjusting division boundaries is the date of passage of the resolution by the board.~~

SEC. 54.

Section 23002 of the Elections Code is amended to read:

23002.

- (a) This section applies to advisory redistricting commissions.
- (b) Notwithstanding any other law, the local jurisdiction may prescribe the manner in which members are appointed to the ~~commission~~ *commission, provided that the commissioners are not appointed by the legislative body or an elected official of the local jurisdiction.*
- (c) A person who is an elected official of the local jurisdiction, or a family member, staff member, or paid campaign staff of an elected official of the local jurisdiction, shall not be appointed to serve on the commission.
- (d) A local jurisdiction may impose additional requirements or restrictions on the commission, members of the commission, or applicants to the commission in excess of those prescribed by this section.
- (e) The commission is subject to the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code) and the California Public Records Act (Division 10 (commencing with Section 7920.000) of Title 1 of the Government Code).*

SEC. 55.

Section 23003 of the Elections Code is amended to read:

23003.

- (a) This section applies to hybrid redistricting commissions and independent redistricting commissions.
- (b) Notwithstanding any other law, the local jurisdiction may prescribe the manner in which members are appointed to the commission, provided that the jurisdiction uses an application process open to all eligible residents and provided that the commissioners are not ~~directly~~ appointed by the legislative body or an elected official of the local jurisdiction.
- (c) A person shall not be appointed to serve on the commission if the person or any family member of the person has been elected or appointed to, or been a candidate for, an elective office of the local jurisdiction in the eight years preceding the person's application.
- (d) A person shall not be appointed to serve on the commission if either of the following applies:
 - (1) The person or the person's spouse has done any of the following in the eight years preceding the person's application:
 - (A) Served as an officer of, employee of, or paid consultant to, a campaign committee or a candidate for elective office of the local jurisdiction.
 - (B) Served as an officer of, employee of, or paid consultant to, a political party or as an elected or appointed member of a political party central committee.
 - (C) Served as a staff member or a consultant to, or who has contracted with, a currently serving elected officer of the local jurisdiction.
 - (D) Been registered to lobby the local jurisdiction.
 - (E) Contributed five hundred dollars (\$500) or more in a year to any candidate for an elective office of the local jurisdiction. The local jurisdiction may adjust this amount by the cumulative change in the California Consumer Price Index, or its successor, in every year ending in zero.

(2) A family member of the person, other than the person's spouse, has done any of the following in the four years preceding the person's application:

(A) Served as an officer of, employee of, or paid consultant to, a campaign committee or a candidate for elective office of the local jurisdiction.

(B) Served as an officer of, employee of, or paid consultant to, a political party or as an elected or appointed member of a political party central committee.

(C) Served as a staff member of or consultant to, or has contracted with, a currently serving elected officer of the local jurisdiction.

(D) Been registered to lobby the local jurisdiction.

(E) Contributed five hundred dollars (\$500) or more in a year to any candidate for an elective office of the local jurisdiction. The local jurisdiction may adjust this amount by the cumulative change in the California Consumer Price Index, or its successor, in every year ending in zero.

(e) A member of the commission shall not do any of the following:

(1) While serving on the commission, endorse, work for, volunteer for, or make a campaign contribution to, a candidate for an elective office of the local jurisdiction.

(2) Be a candidate for an elective office of the local jurisdiction if any of the following is true:

(A) Less than five years has elapsed since the date of the member's appointment to the commission.

(B) The election for that office will be conducted using district boundaries that were adopted by the commission on which the member served, and those district boundaries have not been subsequently readopted by a commission after the end of the member's term on the commission.

(C) The election for that office will be conducted using district boundaries that were adopted by a legislative body pursuant to a recommendation by the commission on which the member served, and those district boundaries have not been subsequently readopted by a legislative body pursuant to a recommendation by a commission after the end of the member's term on the commission.

(3) For four years commencing with the date of the person's appointment to the commission:

(A) Accept employment as a staff member of, or consultant to, an elected official or candidate for elective office of the local jurisdiction.

(B) Receive a noncompetitively bid contract with the local jurisdiction.

(C) Register as a lobbyist for the local jurisdiction.

(4) For two years commencing with the date of the person's appointment to the commission, accept an appointment to an office of the local jurisdiction.

(f) The commission shall not be comprised entirely of members who are registered to vote with the same political party preference.

(g) Each member of the commission shall be a designated employee in the conflict of interest code for the commission pursuant to Article 3 (commencing with Section 87300) of Chapter 7 of Title 9 of the Government Code.

(h) The commission is subject to the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code) and the California Public Records Act (Division 10 (commencing with Section 7920.000) of Title 1 of the Government Code).

(i) The commission shall be subject to the same redistricting deadlines, requirements, and restrictions that would otherwise apply to a legislative body. A local jurisdiction may also impose additional requirements

and restrictions on the commission, on members of the commission, or on applicants to the commission in excess of those prescribed by this section.

(j) The commission shall publish a map of the proposed new district boundaries and make that map available to the public for at least seven days before that map may be adopted. The commission shall hold at least three public hearings preceding the hearing at which the new boundaries are adopted.

(k) The commission shall not draw districts for the purpose of favoring or discriminating against a political party or an incumbent or political candidate.

(l) District boundaries adopted by an independent redistricting commission or adopted by a legislative body from recommendations provided by a hybrid redistricting commission, shall not be altered by the legislative body or the commission until after the next federal decennial census occurs, unless those boundaries have been invalidated by a final judgment or order of a court of competent jurisdiction.

(m) For the purposes of subdivisions (c) and (d), "local jurisdiction" does not include a local jurisdiction that contracts with a county independent redistricting commission pursuant to Section 23004.

SEC. 56.

Section 34874 of the Government Code is amended to read:

34874.

(a) An amendatory ordinance altering the boundaries of the legislative districts established pursuant to this article shall not be submitted to the registered voters until the ordinance has been submitted to the planning commission of the city or, in absence of a planning commission, to the legislative body of said city for an examination as to the definiteness and certainty of the boundaries of the legislative districts proposed.

(b) An amendatory ordinance altering the boundaries of legislative districts shall comply with the requirements and criteria of Section ~~21601 or 21621~~ 21130 of the Elections ~~Code, as applicable.~~ Code.

SEC. 57.

Section 34877.5 of the Government Code is amended to read:

34877.5.

(a) After an ordinance is passed by the voters pursuant to Section 34876.5, or after an ordinance is enacted by the legislative body pursuant to Section 34886, the legislative body shall prepare a proposed map that describes the boundaries and numbers of the districts for the legislative body. In preparing the proposed map, the legislative body shall comply with the requirements and criteria of Section ~~21601 or 21621~~ 21130 of the Elections ~~Code, as applicable.~~ Code and shall seek public input, including accepting proposed maps submitted by the public.

(b) If the legislative body is changing from an at-large method of election to a district-based election, as those terms are defined in Section 14026 of the Elections Code, the legislative body shall hold public hearings pursuant to Section 10010 of the Elections Code. If the legislative body is otherwise adjusting the district boundaries, the legislative body shall hold public hearings on the proposed district boundaries pursuant to Section ~~21607 or 21627~~ 21150 of the Elections ~~Code, as applicable.~~ Code.

SEC. 58.

Section 34884 of the Government Code is amended to read:

34884.

(a) If, at the time a vote is held on the subject of incorporation of a new city, a majority of the votes cast is for incorporation and, if, in accordance with Section 57116, a majority of the votes cast on the question of whether members of the city council in future elections are to be elected by district or at large is in favor of election by district, all of the following procedures apply:

(1) Before the first day on which voters may nominate candidates for election at the next regular municipal election, the legislative body shall, by ordinance or resolution, establish the boundaries of the districts of the legislative body. The districts shall be substantially equal in population as required by the United States Constitution. The districts shall comply with the requirements and criteria of Section ~~21601 or 21621~~ 21130 of the Elections ~~Code, as applicable.~~ Code.

(2) The terms of office of the two members elected with the lowest vote shall expire on the Tuesday succeeding the next regular municipal election. At that election, members shall be elected by district in the even-numbered districts and shall hold office for four years.

(3) The terms of office of the three members elected with the highest vote shall expire on the Tuesday succeeding the second regular municipal election following the incorporation. At that election, members shall be elected by district in the odd-numbered districts and shall hold office for four years.

(b) The result of the vote cast on the question of whether members of the city council in future elections are to be elected by district or at large shall not preclude the submission to the voters at any future election of a measure in accordance with Section 34871.

SEC. 59.

Section 34886 of the Government Code is amended to read:

34886.

Notwithstanding Section 34871 or any other law, the legislative body of a city may adopt an ordinance that requires the members of the legislative body to be elected by district or by district with an elective mayor, as described in subdivisions (a) and (c) of Section 34871, without being required to submit the ordinance to the voters for approval. An ordinance adopted pursuant to this section shall comply with the requirements and criteria of Section ~~21601 or 21621~~ 21130 of the Elections ~~Code, as applicable.~~ Code and include a declaration that the change in the method of electing members of the legislative body is being made in furtherance of the purposes of the California Voting Rights Act of 2001 (Chapter 1.5 (commencing with Section 14025) of Division 14 of the Elections Code).

SEC. 60.

Section 57301 of the Government Code is amended to read:

57301.

If at any time between each decennial federal census, a city annexes or detaches territory or consolidates with another city, the city council of the city annexing or detaching the territory or the city council of the successor city, ~~shall~~ *may* reexamine the boundaries of its council ~~districts, if any, after the~~

~~first census is taken or after the population estimates are obtained, following the annexation, detachment, or consolidation, districts pursuant to Section 21603 or 21623 of the Elections Code, as applicable.~~

~~If, upon reexamination, the city council finds that the population of any council districts have varied so that the districts no longer meet the criteria specified in Section 21601 of the Elections Code, the city council shall, within 60 days after the census is taken, or population estimate received, by ordinance or resolution, adjust the boundaries of any or all of the council districts of the city so that the districts are as nearly equal in population as may be possible.~~

SEC. 61.

The district boundary criteria specified in this act apply to election district boundaries that are adopted or readopted on or after January 1, 2024. Election district boundaries adopted before January 1, 2024, shall comply with the applicable district boundary criteria in effect at the time of their adoption.

SEC. 62.

The Legislature finds and declares that, as to cities and counties, many of the provisions of Chapter 2 (commencing with 21100) of Division 21 of the Elections Code, as added by this act, do not constitute a change in, but are declaratory of, existing law, and that a court should not draw a contrary inference based on the language of this act in resolving an action brought under the prior rules for city and county redistricting.

SEC. 63.

The provisions of this act are severable. If any provision of this act or its application is held invalid, that invalidity shall not affect other provisions or applications that can be given effect without the invalid provision or application.

SEC. 64.

If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 7, 2023

TO: Nina Boyd, Deputy Superintendent

FROM: Ramon Miramontes, Ed.D., Deputy Superintendent

SUBJECT: OCDE Local Control and Accountability Plan

BACKGROUND:

Orange County Department of Education Local Control and Accountability Plan (LCAP) for the 2023-2024 school year will be presented to the Board on June 7, 2023. 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 21, 2023.

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 7, 2023

TO: Nina Boyd, Deputy Superintendent

FROM: Ramon Miramontes, Ed.D., Deputy Superintendent, Instructional Programs

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 7, 2023. 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 21, 2023.

June 7, 2023

[X] Mailed [] Distributed at meeting



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 7, 2023

TO: Nina Boyd, Deputy Superintendent

FROM: Renee Hendrick, Associate Superintendent, Administrative Services

SUBJECT: Budget Presentation for Fiscal Year 2023-24

As required by State regulations, the attached documents include the 2023-24 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 7, 2023

TO: Nina Boyd, Deputy Superintendent

FROM: Ramon Miramontes, Ed.D., Deputy Superintendent, Instructional Programs

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 only.

Adoption on June 21, 2023.

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Orange County Department of Education	Ramon Miramontes, Ed.D. Deputy Superintendent	rmiramontes@ocde.us (714) 966-4010

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	TBD by CDE	TBD by CDE
Total Teacher Misassignments	TBD by CDE	TBD by CDE
Vacant Teacher Positions	TBD by CDE	TBD by CDE

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



Implementation of State Academic Standards (LCFF Priority 2)

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			3		
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)					5
Mathematics – Common Core State Standards for Mathematics					5
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			3		
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				4	
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	
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 input from parent advisory groups continues to affirm that the school's Family Engagement Team is a strength for the LEA. Serving as a bridge between schools and families, the Family Community Liaisons and Community Resource Specialists reach out to each family to establish trust and communication, welcome them to the school community, and learn about their strengths and assets. 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 cultural and linguistic knowledge is a valued 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. Positive input from parent advisory groups 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 parent advisory groups and data from recent LCAP surveys point to a need for more Spanish language support for families. To assure equity and access for all students and families, LEA and school-level staff will collaborate to develop a Language Access Plan. The LEA will also hire additional Family Community Liaisons to provide information, resources, and language support during school meetings and events. All Family Community Liaisons will receive extensive training on protocols and best practices for interpreting and translating, as well as the opportunity to share locally-developed tools and resources and network with other professionals through monthly Multilingual Consortium meetings.

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)

- 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 LEA utilizes a community-based partnership model to support the needs of the whole child. Together with families, Teachers, School Counselors, Clinicians, Transition Specialists, and key community partners work together to assess student needs and develop individual student plans to support academic growth, college and career goals, and social-emotional needs. The LEA partners with a wide range of public agencies and community-based organizations to address basic needs such as food and housing; support mental health and wellness, provide guidance for college and career pathways, and offer job skills training. This collaborative approach continues to be validated by data from LCAP surveys and input parent advisory groups.

- 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.

On LCAP surveys, parents express the need for more information on how they can support their child's academic progress and social-emotional growth at home. To provide requested resources and tools, the LEA has increased the number of virtual as well as in-person workshops provided by our partnership agencies. Curriculum has also been aligned to address the topics most requested by parents such as college and career readiness, mental health, and substance abuse prevention. 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.

- 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 and attendance data indicates that home visits are effective for engaging underserved families, especially when students are experiencing truancy issues. The LEA will increase the use of home visit teams to support families, and will also hire additional bilingual Community Resource Specialists to provide on-going case management for families with the greatest needs and link families to resources available at the school as well as in the community. The LEA will provide training for all school staff who conduct 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.

Strong parent participation in the District English Learner Advisory Committee (DELAC) continues to affirm its effectiveness for seeking input for decision-making. The LEA exceeded its LCAP goal for participation and regional representation in monthly meetings, increasing attendance from an average of 15 parents during the 2021-2022 school year to an average of 29 parents during the 2022-2023 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.

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.

As a recipient of the California Community Schools planning grant, the LEA will focus on planning shared leadership opportunities and developing co-governance structures to enable families, school staff, and community members to contribute their knowledge and expertise to create a shared vision that will guide the school's continuous improvement process. Teams of parents and school staff will also participate in state and local conferences, regional collaborative meetings, and a variety of workshops to learn techniques and strategies that are effective for collaborative school decision-making process.

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 2022-2023 Climate Survey to our ACCESS Community, ACCESS Juvenile Hall, and Orange County Special Education students which include questions related to school climate and safety. The responses from these surveys provide valuable feedback as we continually evaluate our programs and services to ensure 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 successful college and career transition upon their graduation.

Our alternative schools and programs provide an important service and opportunity for at-risk students in Orange County, and because of the unique circumstances by which students are referred to our program, this

requires careful and prescriptive analysis in areas such as safety and a school climate that fosters student engagement and supports their personal and academic achievement.

The results of these surveys are shared with school leadership as a key component in their analysis of the student supports provided to all students as well as a critical piece in the addition or modification of 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. Additionally, 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 also adopted a comprehensive approach to address challenges related to student behavior via the Multi-Tiered Systems of Support (MTSS) framework, which ensures that all students receive the support and services they need in order to reach their full potential.

The ACCESS Community School's 2022-2023 Student Climate Survey reflected 80% of the students "Agreed" or "Strongly Agreed" that the school staff connects with students regarding their goals, plans, and interests, and 86% "Agreed" or "Strongly Agreed" that learning opportunities were both meaningful and engaging. Additionally, 76% of the Community School parents who responded indicated the school is a safe place for their child(ren). In our Orange County Special Education division, all (100%) of respondents indicated that they "Agreed" or "Strongly Agreed" that the school provides materials and learning tools that meet their educational needs and that learning opportunities provided by their schools and teachers are meaningful and engaging. 92% of the Special Education parents surveyed indicated the school was a safe place for their child(ren). These measures and responses reflect a school culture that is safe as well as responsive to student academic needs and level of engagement.

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. Upon enrollment, student transcripts are evaluated to determine the coursework needed for high school graduation and ensure that each student has access to a broad course of study. Our goal is to provide all students-

which includes English Learners, Foster Youth, and socio-economically disadvantaged students- additional layers of support necessary to ensure appropriate program placement, identify any barriers they may face in accessing a broad course of study, such as basic skill levels, patterns of truancy, etc, that require intervention and resources, and the identification of staff who will partner with students and their general education teachers to monitor their courses work and related progress. Students with exceptional needs enroll in our schools through the IEP process, which ensures their access to a broad course of study and provides a process to measure student progress through subsequent IEP meetings. Additionally, all students complete an Individual Learning Plan (ILP) with their teachers to provide an opportunity for student input in setting their academic plans and goals.

2. All students have access to the core curriculum and electives necessary for graduation, including Career Technical Education (CTE) courses, delivered thru online classes, hands-on experiences, certification courses, and work-based learning programs. In 2022-2023, we introduced a Plant and Soil CTE pathway in partnership with Special Schools at HLC South, set to officially launch in September 2023, in addition to the Building & Construction pathway at ACCESS Juvenile Hall. We also implemented Exploring CTE Labs by Paxton Patterson at seven community schools, to provide students with real-world, problem-solving activities. All courses are taught by CTE-credentialed teachers and students can earn up to four industry certificates: ServSafe, iCEV Express Employment Professionals Career Preparedness, iCEV Southwest Airlines Professional Communications, and iCEV Center for Financial Responsibility Personal Financial Literacy. Students can participate in an 8-week paid internship or mentorship program at OCDE. We are implementing an internship model to offer academic credits linked to a CTE standards-aligned professional internship course. Additionally, students can take online CTE courses thru eDynamics or Edgenuity, and engage in entrepreneurial projects, participating in OCDE events where they create, advertise, and sell products. We are currently working to expand high-quality CTE programming to all sites within the next two years, ensuring accessibility for all students.

3. Barriers we have encountered are applicable to all students due to the geographical scope of our sites, which are located across Orange County in order for us to adequately support them. The opening of larger, "hub" sites has been very helpful in providing space and, thus, expanding the accessibility of all courses for our students. Another challenge is the rolling enrollment of students throughout the year, which is a natural reality in our alternative programs. To address this, we continue to review and revise our course assignment process during enrollment. By doing this, we anticipate greater success in not only offering courses to all students but also ensuring that students enroll in and complete them, as well. We are also working with our student information system team (Aeries) to maximize the tools available to provide regularly scheduled reports on courses assigned and completed. This data will inform present and future plans and goals in this area.

4. The LEA is continuing to research evidence-based, 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. Recognizing the need for timely data to monitor progress and guide our work, we are investing in the adoption or development of a database that will provide information to support the work that is being done as we measure our success throughout the year. Based upon the analysis of data, we will provide staff with evidence-based professional development to enhance and extend instructional practices that support and engage all learners and address any needs identified from the progress monitoring. 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.					5
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					5
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
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

Coordinating Services	1	2	3	4	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
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 7, 2023
TO: Nina Boyd, Deputy Superintendent
FROM: Ramon Miramontes, Ed.D., Deputy Superintendent, Instructional Programs
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 only.

Adoption on June 21, 2023.

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					5
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.

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.

The number one strength of our program is the relationship between the teachers and students. This relationship, developed within a one-on-one setting, allows for informal assessments to take place that allow students to open up and discuss their needs and goals both academically and in life. By building this relationship teachers gain valuable insights into students needs to support them in alleviating barriers which then allows the students to focus on their academic endeavors. This relationship is vital in the success of our students moving forward.

To further support the needs of students in breaking down barriers that are hindering their academic achievement, the Community Resource Specialist (CRS) continues to work with students and teachers. The CRS 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 CRS 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. The CRS 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, 32% of all CCPA students have requested and received individualized resources and support, and within this group, have collectively increased their overall ADA by 30%. Additionally, 100% of CCPA students have been 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.

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. Continuing to focus on student and family's needs, CCPA is in the process of organizing a new food pantry at the new regional office. While some supplies such as hygiene kits and diapers are provided out of the regional office, the dry goods portion of the pantry is still a work in progress to be opened in the near future. This will continue to build relationships with students and their families breaking down barriers to enhance student academic achievement.

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.

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.

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 and their families, 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 to maintain the relationship between all school staff and students and families.

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.

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 has been being created that will include attending and participating in workshops provided by the partners and incorporating them into lessons with the teacher at the CCPA-CAJC site. For students not enrolled in the CAJC dual enrollment program, we will continue to make changes as needed to the course as workshops will need to be completed by students in person and scheduling and coordinating this for all students will need to be made so all students can take this elective course. This course will then support student interaction with the federally-funded workforce partners and cover 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. Through examining our WASC Action Plan and planning for the mid-cycle report, along with evaluating LCAP needs for 2023-24 school year, it was determined a major need for our students was improving their social and emotional wellness. This need is not only reflected as a need with CCPA but with all students throughout the state. CCPA will provide mental health services to support student's social - emotional wellness in support of student achievement. It is our belief that providing mental health services will help to further break down these barriers.

Another focus area for CCPA is building and maintaining partnerships with the Local Workforce Development Board (LWDB) through the awarding of the WIOA, Title II: Adult Education and Family Literacy Act (AEFLA) grant. CCPA has been awarded this grant for four-years, July 1, 2023–June 30, 2027.

This funding allows CCPA to assist adults in obtaining a high school diploma and provides knowledge and skills necessary for adults to gain self-sufficiency, employment, and to be able to transition into advanced postsecondary and career programs.

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-promise 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 2023-24 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 as well as tutoring options offered through Tutor.com that provides students access to tutoring 24/7. This one-on-one support will allow students access to tutors within CCPA, but also evening and weekend times with a virtual session with educators knowledgeable in over 250 subjects.

The Community Resource Specialist will continue to work with all students to support their needs in breaking down barriers and supporting their social-emotional well-being to increase and support student's academic achievements. This position identified regional networks of resources throughout Orange County for students to access to meet their basic needs, support students in connecting with community resources and monitor their participation. While 100% of CCPA students have been given information and resources on a weekly basis, evaluations and assessments from the community resource specialist, along with teacher feedback, indicate that more students can benefit from receiving individualized triaged resources that only a licensed clinician could provide. Mental health services would provide an appropriate range of school-based wellness support services including assessing and evaluating student behavior as it relates to academic success and personal well-being, developing placements for the social and educational welfare of students, and providing crisis response as appropriate. The mental health service provider along with the community resource specialist, will then be able to monitor student needs and effectiveness by gathering data for student positive attendance rates and the usage of services utilized by CCPA students.

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 social media ads 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:

- Ninety-three percent of CCPA students surveyed felt the school was preparing them for college and/or career pathways.
- Ninety-four percent of CCPA students surveyed felt that their school provides them with textbooks and learning materials to meet their needs.
- Ninety-four 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. New adoptions are being evaluated for EL curriculum with adoption of these books in the Fall of 2023. Previous curriculum adoptions have continued to be successful. With the Discovery Science courses, a blended learning model was implemented to include textbooks and Canvas course. CCPA continues to use the Savvas Realized and Pearson enVision Algebra books. For online classes, CCPA has seen success with the LMS system, Imagine Learning (formerly Edgenuity), that provides students with standards-based A-G curriculum that meets the needs of CCPA students in an asynchronized 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 Imagine Learning 2022-23 first semester report, 120 students were assigned classes online, 291 classes were taken, 86% of students stayed on pace, there was a 73% completion rate, and an overall 75% grade point average. Because of these continued successful outcomes, CCPA will continue to promote the online courses in favor of student achievement.

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 and CCPA's CTE Day by completing the Leadership the Disney Way workshop.

Students also have the ability to concurrently enroll at local community colleges, exploring career pathways identified in their IECSP. CCPA, in a collaborative effort with the California National Guard, Orange County Youth Center's Ready S.E.T. OC 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, Imagine Learning, CCPA has been able to provide 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. Of the current 2022-23 graduates, 54 students have graduated in the first semester from CCPA and 26% of those have earned a pathways certificate in welding, automotive or construction. In the Fall of 2022, CCPA also partnered with Saddleback College to continue to promote dual enrollment for all CCPA students. Potential students can enroll with CCPA to earn their high school diploma while simultaneously enroll in up to 11 tuition-free units each semester at Saddleback College.

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.



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 7, 2023
TO: Nina Boyd, Deputy Superintendent
FROM: Ramon Miramontes, Ed.D., Deputy Superintendent of Educational Services
SUBJECT: Universal Prekindergarten Mixed Delivery Plan

BACKGROUND:

The State legislature recently passed the Universal Prekindergarten (UPK) Mixed Delivery Planning Grant initiative, which became statute in 2022-23. The initiative is part of the overarching expansion of UPK in California. The UPK Mixed Delivery Planning Grant provides funding to the Local Child Care Planning Council (LPC) and Child Care Resource and Referral (R&R) agencies to plan each county's UPK expansion through the mixed-delivery system.

A mixed delivery system includes a variety of providers, programs and settings that provide early childhood education services. In Orange County, the mixed delivery system consists of prekindergarten programs in public or private centers, public schools, Head Start, and family child care settings.

The Orange County Child Care and Development Planning Council, considered the LPC under OCDE, will receive a one-time funding allocation to assist with planning costs for UPK Mixed Delivery System.

The initiative further outlines the following planning requirements.

1. The LPC to convene a UPK Mixed Delivery Workgroup and develop a UPK Mixed Delivery Plan to be shared with the county office of education governing board at a public meeting on or before June 30, 2023.
2. Plan for the provision of high-quality universal preschool options for three- and four-year children, through a mixed delivery system that ensures access to full and part-day learning experiences, coordinated services, and referrals for families to access health and social-emotional support services.
3. Plan for increasing inclusion of children with exceptional needs in universal preschool.
4. Identify and access local workforce pathway programs.
5. Plan outreach and enrollment support for families of three- or four-year old children.
6. Partner to plan for alignment and coordination with the local education agencies UPK plans.

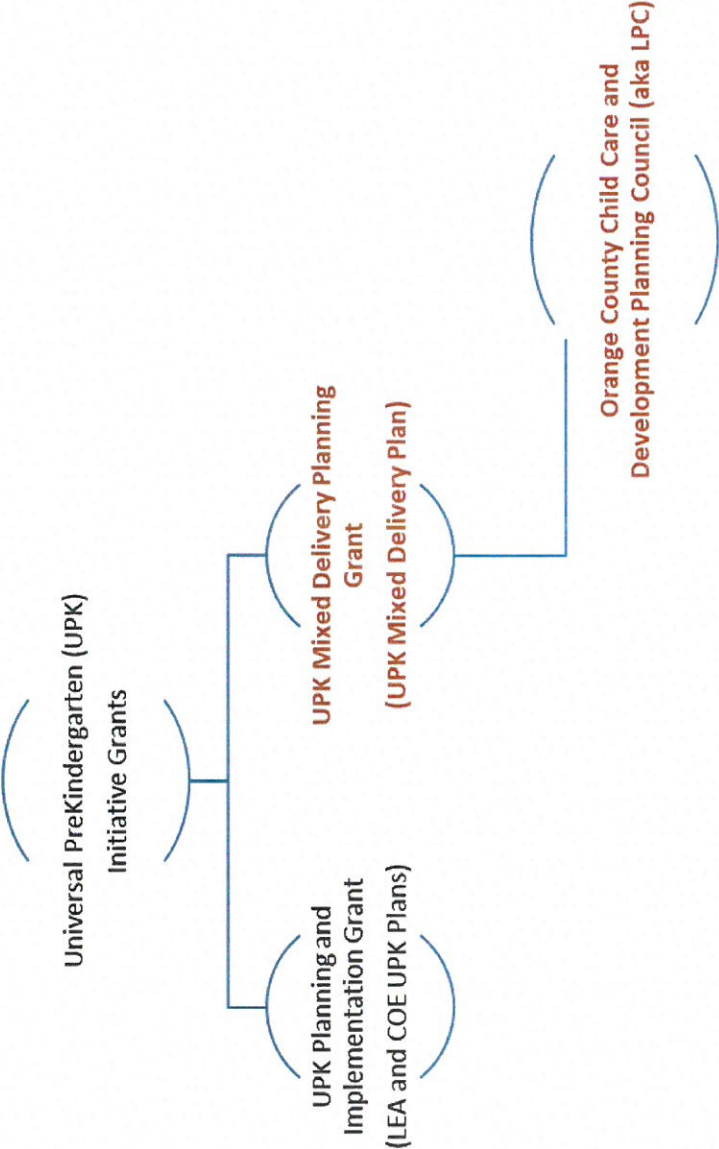
RECOMMENDATION:

Information only.

Orange County Universal PreKindergarten (UPK) Mixed Delivery Plan

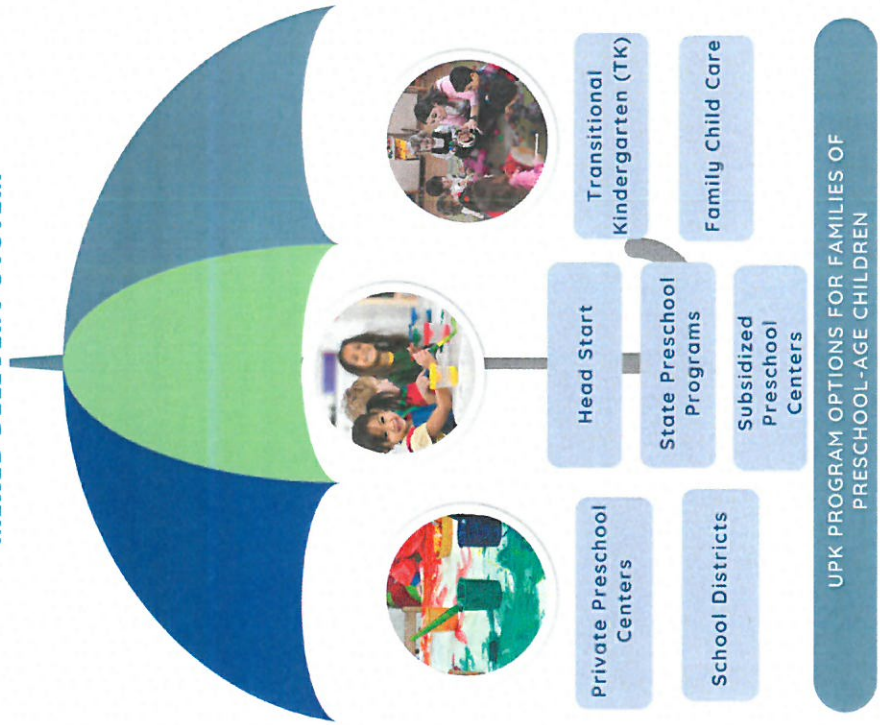
The Universal PreKindergarten (UPK) Mixed Delivery Planning Grant is part of the overarching expansion of UPK in California. The UPK Mixed Delivery Grant provides funding on a non-competitive basis over a three-year period to the Child Care Local Planning Council (LPC) and Child Care Resource and Referral (R&R) agencies to plan each county's UPK expansion through the mixed-delivery system. The Orange County Child Care and Development Planning Council is the LPC for the county and operates under the Orange County Department of Education.

The UPK Mixed Delivery Grant is designed for planning purposes with an emphasis on needs assessment to initiate systems-wide changes over time. The UPK expansion initiatives also includes the UPK Planning and Implementation Grant Program, which provided non-competitive apportionments to local educational agencies (LEAs) for UPK planning and implementation.



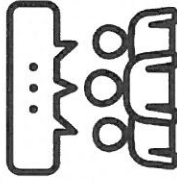


**ORANGE COUNTY
UNIVERSAL PREKINDERGARTEN (UPK)
MIXED DELIVERY SYSTEM**



Orange County Department of Education
Orange County Child Care and Development Planning Council

Orange County UPK Mixed Delivery Workgroup



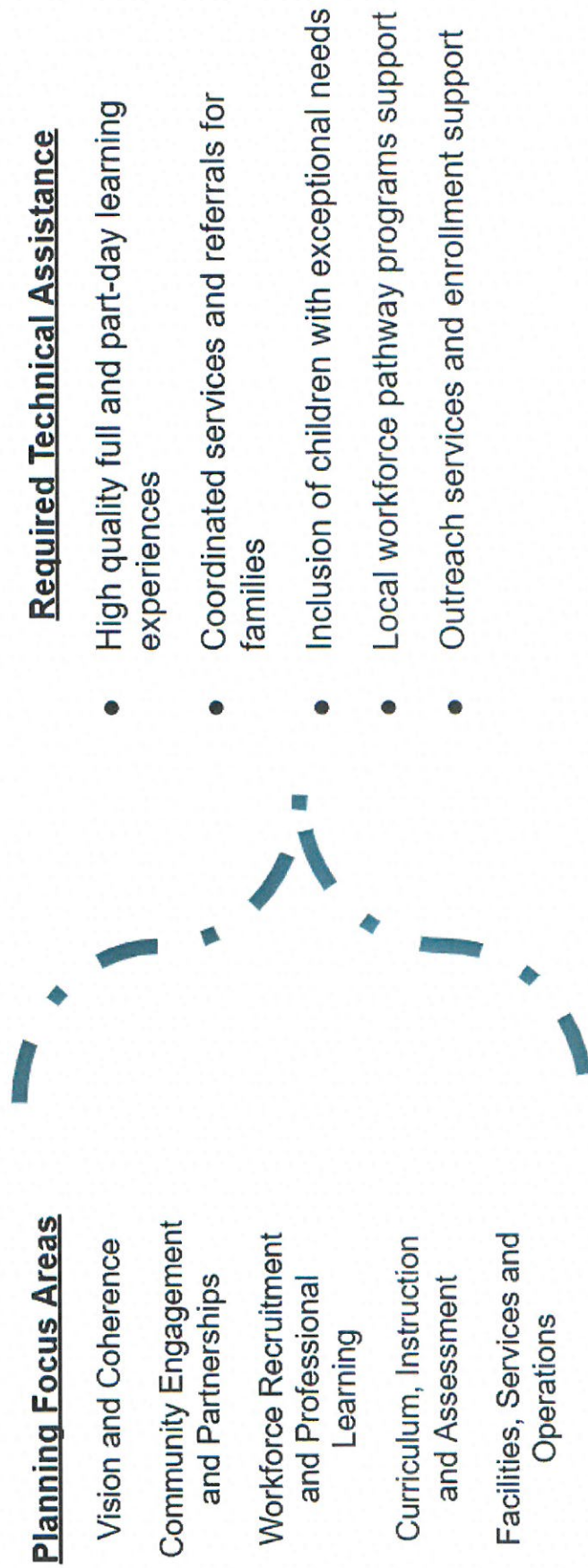
- LPC convenes a UPK Mixed Delivery Workgroup to create a UPK Mixed Delivery Plan
 - Meeting dates: February 15, March 9, April 12 and May 10, 2023
- Share plan with the county office of education governing board at public meeting by June 30, 2023

Workgroup - Agency Representatives

Membership Category

Orange County Child Care and Development Planning Council	Local Planning Council (LPC)
Children's Home Society	Child Care Referral and Resource Agency
Adventures in Learning Children's Center	Private Child Care Center
Catalyst Kids	General Child Care Program
Centralia School District	School District State Preschool Program
First 5 Orange County	First 5 Commission
Foothills Preschool	Private Child Care Center
Irvine Valley Community College	Higher Education
Little Flowers Child Care	Family Child Care
OCDE Family Support Services	Child Care Alternative Payment Program
OCDE Universal PreKindergarten (UPK) Support	UPK - County Office of Education
Quality Start Orange County	Quality Counts CA - Quality Rating Improvement System
Ready, Play and Learn Child Care	Family Child Care
Saddleback Valley Community College	Higher Education
Sol y Luna Nature School	Family Child Care
UCI Child Care Services	General Child Care Program
Westminster School District	School District State Preschool and Child Care Programs

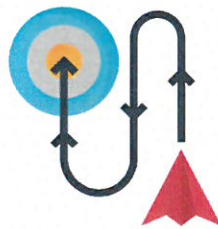
Development of the OC Universal PreKindergarten (UPK) Mixed Delivery Plan



Resources Used to Inform Planning Efforts

- Orange County Child Care and Development Planning Council Priorities Report
- Orange County Child Care and Development Planning Council Child Care Needs Assessment 2020-2025
- Orange County Early Development Index (EDI) from First 5 Orange County
- Child Care Landscape Analysis from First 5 Orange County
- Orange County Child Care Plan 2019-2024
- Orange County Department of Education Universal Prekindergarten (UPK) Plan

Focus Area A: Vision and Coherence



Create and expand partnerships

Identify and establish additional partnerships that will include;

- SELPAs
- Family Resource Centers
- Parent organizations
- County-level agencies

Current Planning Partnerships:

- Children's Home Society (R&R)
- First 5 Orange County
- Head Start Orange County
- Orange County Child Care and Development Planning Council (LPC)
- Child Care Alternative Payment Program
- School Districts
- Local Early Learning and Care Programs
- Institutions of Higher Education
- Quality Start Orange County for QRIS

Coordinated services and referrals for families to access health and social-emotional support services (per Ed Code 8203)

1. Identify the types of coordination and referral processes already in place across programs
2. Identify key partners that are reflective of the communities they serve who may provide health services for families of preschool-age children
3. Identify key partners that are reflective of the communities they serve who may provide social-emotional support services for families of preschool-age children

Focus Area B: Community Engagement and Partnerships



Outreach efforts for UPK options within mixed-delivery system

1. Survey and compile effective outreach strategies being used in programs
2. Assess the availability of full-day preschool programs in the county
3. Identify communication tools that explain UPK program options to families
4. Assess the use of social media tools to recruit families to enroll in UPK programs

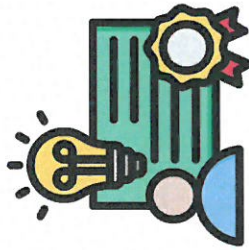
Support providers in offering program enrollment support to families

1. Assess families on the types of support needed in order to complete UPK program enrollment
2. Assess programs on the types of supports provided during the enrollment process
3. Identify and build partnerships with agencies that use parent liaisons or ambassadors to promote UPK enrollment
4. Strengthen partnerships with child care referral agencies to enhance the dissemination of program enrollment information to families

Create and expand partnerships to increase access to UPK programs for children with exceptional needs

1. Establish partnerships with regional center, family resource centers and SELPAs
2. Assess types of support available for district and non-district inclusion programs
3. Identify providers that offer inclusion programs
4. Assess parent resources available for information on inclusion programs and child assessments

Focus Area C: Workforce Recruitment and Professional Learning



Leverage existing workforce development initiatives to expand a comprehensive workforce system

1. Strengthen partnerships with Early Education Teacher Development, QCC Workforce Pathways, and Classified Employee Grants to provide supports for aspiring and existing personnel to attain degrees, permits, and credentials needed
2. Identify additional local workforce and career development initiatives to support aspiring and existing personnel
3. Assess the need for and availability of apprenticeship programs

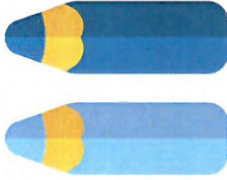
Enhance supports for existing and aspiring UPK staff to receive the required education necessary to be promoted into their desired role

1. Assess the availability of hybrid cohort programs through district and college partnerships
2. Assess types of resources needed to enhance Career Technical Education (CTE) and Regional Occupational Program (ROP) pathways
3. Assess the types of support available to retain teachers
4. Assess communication methods to increase career pathway awareness

Increase awareness and supports for the use of indicators of quality in the provision of high-quality UPK options per [Ed Code 8203](#)

1. Develop a matrix outlining the indicators of quality and the provider supports available in the county

Focus Area D: Curriculum, Instruction and Assessment



Leverage professional learning sources to support the alignment of curriculum, instruction and assessment with developmentally appropriate practices

1. Survey the workforce on types of professional learning and supports needed for effective teaching
2. Assess the types of staff training available for best practices in instruction and classroom design
3. Identify features of an assessment system for child progress monitoring and to inform instructional planning
4. Assess provider strategies to create seamless transitions for children to enter preschool/TK and kindergarten

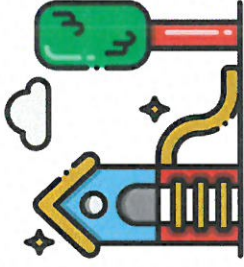
Enhance professional learning and teaching resources for providers to implement instructional practices that support children with disabilities

1. Assess the types of professional learning and technical assistance available for classroom staff with supporting children with disabilities
2. Identify local early learning and care programs to showcase inclusive practices and inclusion programs
3. Expand partnerships with regional center, SELPAs and related agencies to assist with technical assistance needs and create seamless program transitions for children with disabilities

Enhance professional learning and teaching resources for providers to implement instructional practices that support multilingual learners

1. Assess the types of professional learning and technical assistance available for classroom staff with supporting multilingual learners
2. Identify local early learning and care programs to showcase dual immersion and multilingual learning classrooms
3. Identify family engagement strategies being implemented that create welcoming environments with meaningful partnerships between the program staff and families

Focus Area E: Facilities, Services and Operations



Expand partnerships to support local programs with facilities issues

1. Identify key partners to provide technical assistance to providers in seeking facility renovation and repair grant opportunities
2. Assess partnerships between school district and community-based programs to expand full-day and full-year UPK program options to families

Support providers in assessing the quality and physical needs of program facilities

1. Identify key features of high quality learning environments to share with providers
2. Survey providers for types of technical assistance needed to address facility issues

*Unified efforts across all
programs to promote and
expand access to high quality
prekindergarten programs*

