

BA

REGULAR MEETING
June 17, 2026
3:30 p.m.

Mailed Distributed at meeting

Location: Orange County Department of Education, Boardroom, 200 Kalmus Drive, Costa Mesa, CA 92626
Alternate Locations: HB AOSTA SAS di Alessandra e Marco Bich & C., Via Malherbes 18/A, 11100 Aosta (AO), Italy & The Westin Washington Downtown, 999 9th Street NW, Washington, DC 20001

YouTube Livestream: <https://www.youtube.com/live/NjRk0K4yj7U>

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 17, 2026 – Adoption

(*) MINUTES

Regular Meeting of June 3, 2026 – Approval

TIME CERTAIN

1. Inter-district Appeal Hearing (Closed) – Student # 06172026001I– Irvine Unified District to Newport-Mesa Unified School District.
2. Inter-district Appeal Hearing (Closed) – Student #06172026002I– Irvine Unified School District to Newport-Mesa Unified School District.
3. Inter-district Appeal Hearing (Closed) – Student #06172026003I– Huntington Beach City School District to Newport-Mesa Unified School District.

CLOSED SESSION 1

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

CLOSED SESSION 2

Government Code Section 54956.8
Conference regarding real property located at Argosy, 601 S. Lewis Street, Orange, CA 92868.

INVOCATION

5:00 p.m.

PLEDGE OF ALLEGIANCE

INTRODUCTIONS

PUBLIC COMMENTS (General)

CONSENT CALENDAR

- (*) 4. Approve the granting of diplomas to the students listed from Alternative, Community, and Correctional Education Schools and Services, Alternative Education Division.

CHARTER SCHOOLS

- 5. Charter submissions
- (*) 6. Board Action – Suncoast Charter School Agreement/MOU.

BOARD RECOMMENDATIONS

- (*) 7. Adopt Resolution #19-26 regarding the 250th anniversary of the signing of the Declaration of Independence and the birth of the United States. (Barke)

STAFF RECOMMENDATIONS

- (*) 8. Adopt and approve the 2026-27 OCDE Local Control and Accountability Plan.
- (*) 9. Adopt and approve the College and Career Preparatory Academy Local Control and Accountability Plan.
- (*) 10. Approve the Annual County School Services Fund Budget of the County Superintendent of Schools.
- (*) 11. Receive the California School Dashboard Local Indicators: Orange County Department of Education Schools and Programs (ACCESS County Community, ACCESS Juvenile Hall, OCCS: CHEP/PCHS, and CONNECTIONS).
- (*) 12. Receive the California School Dashboard Local Indicators: College and Career Preparatory Academy.
- (*) 13. Receive the Orange County Department of Education Annual Summary Report.
- (*) 14. Approve Resolution # 18-26 in accordance of regulations required under Proposition 30 and 55 regarding the Education Protection Account Proposed Expenditures.
- (*) 15. Approve apportionment of Federal Forest Reserve receipts in the amount of \$34,580.46.
- (*) 16. Board Action on Superintendent’s Salary.

- (*) 17. Board action on Notice of Intent to Revoke - Explore Academy.

INFORMATION ITEMS

- (*) COMMUNICATION/INFORMATION/DISCUSSION
- Salary Increases over \$10,000 in accordance with Education Code 1302 and board policy 100-10.

ANNOUNCEMENTS

- Superintendent
- Deputy Superintendent

LEGISLATIVE UPDATES

COMMITTEE REPORT

BOARD MEMBER COMMENTS

CLOSED SESSION(S) PUBLIC REPORT OUT

ALTERNATE LOCATIONS

Trustee Sparks will participate virtually from HB AOSTA SAS di Alessandra e Marco Bich & C., Via Malherbes 18/A, 11100 Aosta (AO), Italy.

Trustee Shaw will participate virtually from The Westin Washington, D.C. Downtown, 999 9th Street NW, Washington, DC 20001.

ADJOURNMENT



Renee Hendrick
Assistant Secretary, Board of Education

Next Regular Board Meeting – Second Wednesday, July 8, 2026, at 5:00 p.m.

Location - Orange County Department of Education, Boardroom, 200 Kalmus Drive, Costa Mesa, CA 92626 and via YouTube Livestream.

Individuals with disabilities requiring special accommodation, including agenda or agenda packet materials in alternative formats or auxiliary aids and services, may request assistance by contacting Darou Sisavath, Board Clerk, at (714) 966-4012.

(*) Printed items are 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 President Barke at 2:34 p.m., June 3, 2026, in the Board Room, 200 Kalmus Drive, Costa Mesa, CA 92626 and via YouTube live stream <https://www.youtube.com/live/OFgCDbJFhWw>

ROLL CALL

Present:
Jorge Valdes, Esq.
Tim Shaw
Mari Barke
Lisa Sparks, Ph.D.

Absent:
Ken L. Williams, D.O. (arrived at approximately 3:17 p.m.)

AGENDA

Motion by Sparks, seconded by Shaw, and carried by a vote of 4-0 (Williams Absent) to approve the agenda for the June 3, 2026, Regular Meeting.

MINUTES

Motion by Sparks, seconded by Shaw, and carried by a vote of 4-0 (Williams Absent) to approve the minutes of the Regular meeting of May 6, 2026.

TIME CERTAIN

The Board recessed into closed session at 2:35 p.m. to conduct student appeal hearings.

1. Inter-district Appeal Hearing (Closed) – Student # 06032026001I– Irvine Unified District to Newport-Mesa Unified School District.

Motion by Barke, seconded by Sparks, and carried by a 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 (2026-2027).

2. Inter-district Appeal Hearing (Closed) – Student #06032026002I– Santa Ana Unified School District to Newport-Mesa Unified School District.

Motion by Barke, seconded by Sparks, and carried by a 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 (2026-2027).

Note

Trustee Williams arrived at approximately 3:17 p.m.

3. Inter-district Appeal Hearing (Closed) – Student #06032026003I– Irvine Unified School District to Newport-Mesa Unified School District.
Motion by Barke, seconded by Sparks, and carried by a vote of 5-0 to approve the appeal and allow the student to attend the Newport-Mesa Unified School District for the period of one academic year (2026-2027).

4. Inter-district Appeal Hearing (Closed) – Students #06032026004I & 06032026005I – Tustin Unified School District to Newport-Mesa Unified School District.

Motion by Barke, seconded by Sparks, and carried by a vote of 5-0 to approve the appeal and allow the student No. 06032026004I to attend the Newport-Mesa Unified School District for the period of one academic year (2026-2027).

Motion by Barke, seconded by Shaw, and carried by a vote of 5-0 to approve the appeal and allow the student No. 06032026005I to attend the Newport-Mesa Unified School District for the period of one academic year (2026-2027).

5. Inter-district Appeal Hearing (Closed) – Student #06032026006I – Huntington Beach Union High School District to Newport-Mesa Unified School District.

Motion by Sparks, seconded by Barke, and carried by a vote of 5-0 to approve the appeal and allow the student to attend the Newport-Mesa Unified School District for the period of one academic year (2026-2027).

The Board reconvened in open session at 5:07 p.m.

INVOCATION

Rabbi Karen Sherman
Heritage Pointe, Mission Viejo

PLEDGE OF ALLEGIANCE

Trustee Lisa Sparks

INTRODUCTIONS

There were no introductions at this meeting.

PUBLIC COMMENTS (General)

- Cara
- Katherine
- Scott
- Ronna
- Heidi

CONSENT CALENDAR

Motion by Williams, seconded by Sparks, and carried by a vote of 5-0 to approve Consent Calendar items No. 6 through No. 8.

6. Approve the granting of diplomas to the students listed from Alternative, Community, and Correctional Education Schools and Services, Alternative Education Division.
7. Approve the signing of the certificates of merit and letters of commendation for Dr. Chester Jeng and John Shook.
8. Approve the 2026-2027 Addendum to Agreement for the Sheehy Strategy Group.

CHARTER SCHOOLS

9. Charter submissions - Excel Academy Charter School (Appeal Petition)
10. Charter School Public Hearing – California Online Public Schools Southern California Countywide Charter Petition
Aracely Chastain, Executive Director, Charter Schools Unit, facilitated the public hearing.
 - Richie Romero, Co-Superintendent
11. Motion by Sparks, seconded by Valdes, and carried by a vote of 5-0 to approve Option I, approve the charter petition for the California Online Public Schools Southern California Countywide Charter Petition.

Note

Vice President Tim Shaw recused himself from Item No. 12.

12. Motion by Barke, seconded by Sparks, and carried by a vote of 4-0 (Shaw Abstained) to approve the Agreement addressing the operational relationship between the parties at its June 3, 2026, meeting.

BOARD RECOMMENDATIONS

13. Motion by Valdes, seconded by Sparks, and carried by a vote of 3-2 (Valdes, Sparks, and Barke voted Yes; Williams and Shaw voted No) to approve an increase in Board Member monthly compensation to \$2,000 per month for each regular member of the Board of Education, effective January 1, 2026 consistent with Education Code Section 1090(a)(2) as amended by Assembly Bill No. 1390 (Chapter 639).

PRESENTATIONS

14. Local Control and Accountability Plan (LCAP) Presentation – Analee Kredel, Associate Superintendent of Connections & Dr. Maria Martinez-Poulin, Chief of ACCESS, conducted the presentation regarding the LCAP for the Orange County Department of Education.
15. Public Hearing – Analee Kredel, Associate Superintendent of Connections and Dr. Maria Martinez-Poulin, Chief of ACCESS, conducted a public hearing regarding the Orange County Department of Education LCAP.

The hearing was opened at 6:12 p.m. There being no input from the audience, the hearing was closed at 6:13 p.m.

16. Local Control and Accountability Plan (LCAP) Presentation – Fatinah Judeh, Principal, conducted the presentation regarding the LCAP for the College and Career Preparatory Academy.
17. Public Hearing – Analee Kredel, Associate Superintendent of Connections conducted a public hearing regarding the College and Career Preparatory Academy Local Control and Accountability Plan (LCAP).

The hearing was opened at 6:27 p.m. There being no input from the audience, the hearing was closed at 6:28 p.m.

- (*)
18. Budget Presentation – David Giordano, Associate Superintendent, Administrative Services conducted the presentation regarding the Orange County Department of Education budget for 2026-2027 fiscal year.
 19. Public Hearing – David Giordano, Associate Superintendent, Administrative Services conducted a public hearing regarding the Orange County Department of Education budget for 2026-2027 fiscal year.

The hearing was opened at 7:01 p.m. There being no input from the audience, the hearing was closed at 7:02 p.m.

INFORMATION ITEMS

COMMUNICATION/INFORMATION/DISCUSSION

- Salary Increases over \$10,000 in accordance with Education Code 1302 and board policy 100-10 received.

ANNOUNCEMENTS

- Superintendent
 - Highlighted key initiatives and progress related to the OCDE 5-3-1 Strategic Plan, including the establishment of key performance indicators (KPIs) for strategic priority areas.
 - Highlighted the importance of literacy across content areas as a foundational component of student success.
 - Recognized eighth-grade AVID standouts and noted a partnership with the Angels Baseball Foundation, which provided scholarships and laptop computers to participating students.
 - Reported on a partnership with Chapman University to strengthen leadership and workforce inclusion efforts for individuals with disabilities.
 - Provided an update on OCDE's response to the Garden Grove evacuation incident, including the activation of emergency communication protocols, temporary closure of impacted ACCESS school sites, and coordination with local school districts, public safety agencies, and the California Department of Education.


- Noted that an internal after-action review was conducted following the incident and that OCDE will continue to prioritize student and school safety and emergency preparedness.
- Deputy Superintendent
 - Next board meeting is Wednesday, June 17, 2026, 5:00 p.m. and the submission deadline is Wednesday, June 3. Board packet delivery is Friday, June 12.
 - Applications received for the Board liaison position and that a panel would be convened to assist with the screening and interview process.
 - Three interdistrict appeals are scheduled for consideration at the next Board meeting on June 17.

BOARD MEMBER COMMENTS

- Trustee Valdes commented on concerns raised during public comments regarding the ACCESS program and shared a personal update regarding his son's recent baseball achievement.
- Trustee Sparks recognized the graduation ceremonies she attended and expressed appreciation for the opportunity to participate in and celebrate student achievements.
- Board Vice President Shaw shared that he attended several graduation ceremonies and expressed appreciation for the opportunity to participate in his son's diploma presentation.
- President Barke shared updates on graduation ceremonies and school events she attended and expressed appreciation for the student achievements and educational programs highlighted during those visits.
- Trustees congratulated colleagues on their recent election results and candidacies for public office.
- Trustee Williams shared highlights from a recent trip to Rome, including delivering a lecture at a professional conference and visiting historical and religious sites.

ADJOURNMENT

On a motion duly made and seconded, June 3, 2026, board meeting adjourned at 7:20 p.m.



 Renee Hendrick
 Assistant Secretary, Board of Education

 Mari Barke
 President, Board of Education

Next Regular Board Meeting – Wednesday, June 17, 2026
 Location - Orange County Department of Education, Boardroom, 200 Kalmus Drive, Costa Mesa, CA 92626
 and via YouTube Livestream

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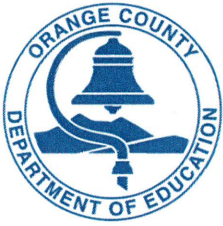
Board Agenda Item
Diploma Approval
May 18, 2026 – June 2, 2026

Item: Consent Calendar #4

June 17, 2026

Mailed Distributed at meeting

RW



Stefan Bean, Ed.D.
County Superintendent of Schools

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 17, 2026
TO: Renee Hendrick, Deputy Superintendent
FROM: Maria Martinez-Poulin Ed.D., Chief of Alternative Education - ACCESS
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 and the Division of Special Education Services 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 and the Division of Special Education Services.

MMP

Pages 10-11 removed (CONFIDENTIAL STUDENT INFORMATION)

**ORANGE COUNTY BOARD OF
EDUCATION
BOARD AGENDA**

Item: Charter Schools #6

June 17, 2026

Mailed Distributed at meeting

OK

DATE: June 17, 2026
TO: Renee Hendrick, Deputy Superintendent
FROM: Aracely Chastain, Executive Director, Charter Schools Unit
SUBJECT: Board Action – Suncoast Charter School Agreement/MOU

DESCRIPTION:

On April 8, 2026, the Orange County Board of Education (Board) approved Suncoast Charter Schools countywide charter petition for the period of July 1, 2026, through June 30, 2031, contingent upon execution of an Agreement/MOU addressing the parties' operational relationship.

At the June 17, 2026, meeting, the Board shall consider and take action on a revised Agreement/MOU addressing the operational relationship between the parties.

RECOMMENDATION:

It is recommended that the Board approve a revised Agreement addressing the operational relationship between the parties at its June 17, 2026, meeting.

AGREEMENT BETWEEN
ORANGE COUNTY BOARD OF EDUCATION AND
SUNCOAST PREPARATORY ACADEMY
FOR THE OPERATION OF SUNCOAST CHARTER SCHOOL

This Agreement is made and entered into this 4th day of April 2026, by and between the Orange County Board of Education (“Board”) and Suncoast Preparatory Academy, a nonprofit public benefit corporation operating Suncoast Charter School (hereinafter collectively referred to as “Charter School”). Hereinafter, the Board and Charter School shall be collectively referred to as “the Parties,” and the Board-designated staff of the Orange County Superintendent of Schools (“County Superintendent”) shall be referred to as “OCDE.”

I. INTRODUCTORY PROVISIONS

- A. The Board approved the Charter School’s petition for a five-year period from July 1, 2026, through June 30, 2031.
- B. Charter School will be operated by a nonprofit public benefit corporation, formed and organized pursuant to the Nonprofit Public Benefit Corporation Law (Corp. Code section 5110 et seq.). Suncoast Preparatory Academy is the California nonprofit public benefit corporation operating the Charter School. Charter School shall ensure that at all times throughout the term of its charter, the terms and conditions of any agreement between Charter School and a third party, as well as the Articles of Incorporation and Bylaws of Suncoast Preparatory Academy as they pertain to Charter School are and remain consistent with the Charter Schools Act, all applicable laws and regulations, provisions of the charter, and this Agreement. Charter School will notify OCDE of any amendments or modifications to the nonprofit public benefit corporation’s articles of incorporation within ten (10) business days of the change. Amendments or modifications to the bylaws may require approval by the Board as a material revision to the petition.
- C. The purpose of this Agreement is to set forth the responsibilities of the Parties with respect to the operational relationship between Charter School, the Board, and OCDE; to address those matters that require clarification; and to outline the Parties’ agreements governing their respective fiscal and administrative responsibilities and their legal relationships. To the extent this Agreement contains terms inconsistent with the terms of the charter approved on April 8, 2026, the terms of this Agreement shall control.

II. TERM OF AGREEMENT

- A. This Agreement is effective from the date upon which it is approved by the governing boards of each Party for the term of the charter, shall be reviewed at least annually, and may be amended at any time with written mutual agreement of the Parties.
- B. The approved Agreement continues in existence until Charter School voluntarily closes or its charter is non-renewed or revoked, and closure procedures are completed, as determined by the

Board and Charter School, after which the Agreement automatically expires. This Agreement is subject to termination during the charter term or during any subsequent renewal as specified by law or as otherwise set forth in this Agreement.

- C. Charter School may seek renewal of its charter by submitting a renewal request to the Board prior to the expiration of the term of the charter, and the Board will evaluate and decide on the renewal request in accordance with Education Code sections 47607, 47607.2, and 47605, and their implementing regulations. Charter School will submit its renewal petition for the new charter term to OCDE no sooner than September 1 and no later than March 1 of the final school year for which Charter School is authorized to operate.

III. FULFILLING CHARTER TERMS

A. Governance

1. Charter School acknowledges and agrees it shall comply with the Public Records Act, the Political Reform Act, the Ralph M. Brown Act, Government Code section 1090 et seq. as set forth in Education Code section 47604.1, and all applicable laws and regulations as they may be amended or added during the term of the charter, including all conflict of interest laws, federal and state nondiscrimination laws, and prohibitions against unauthorized student fees.
2. Charter School, the Board and OCDE are separate legal entities. OCDE is not the chartering authority and shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors, or omissions by Charter School. The Board, as the chartering authority, shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school in accordance with Education Code section 47604(d).
3. Within ten (10) business days of Charter School board meetings, including special and emergency board meetings, Charter School shall provide OCDE with a complete audio recording of the meeting and all materials provided to the governing board by its administration, contractors, or the public including approved previous meeting minutes, except for confidential communications as defined in Evidence Code section 952 and Government Code section 54963. Charter School will update OCDE of any changes to the Charter School board calendar within ten (10) business days.
4. Charter School will provide Brown Act and ethics training pursuant to Government Code section 53232 et. Seq. to its governing board members and administrative staff within six months of taking office or becoming employed, and on-going training as required by law. Charter School will certify that the trainings have been provided to the specified individuals.

B. Educational Program

1. Independent Study: Any independent study program operated by Charter School shall comply with all applicable laws and regulations regarding independent study.

2. Family Educational Rights and Privacy Act (“FERPA”): Charter School, its officers and employees will comply with FERPA and the California Education Code sections related to student information protection at all times. Charter School will authorize OCDE to access educational records maintained by Charter School, in accordance with FERPA, and provide notice of such in Charter School policies and Parent/Student Handbook.
3. Sound Educational Program: Charter School shall maintain courses of study, curriculum and teaching methods ~~that are nonsectarian, aligned with applicable academic standards, and fully compliant with applicable state and federal law. Such compliance includes, but is not limited to, requiring adherence to all applicable anti-discrimination laws, including, but not limited to, Title VI of the Civil Right Act of 1964, and preventing or rescinding federal funding for LEAs which support gender ideology or discriminatory equity ideology (“DEI”) in K-12 curriculum, instruction, programs or activities. Children attending Charter School shall not: (1) be compelled to adopt identities as either victims or oppressors solely based on their skin color and other immutable characteristics; (2) be made to question whether they were born in the wrong body and whether to view their parents and their reality as enemies to be blamed; (3) be imprinted with anti-American, subversive, harmful and false ideologies such as, but not limited to, Critical Race Theory; and, (4) be assisted, encouraged or facilitated in any gender transition plan without parental consent. Charter School shall review and approve all individual teacher curriculum class materials provided to students before such materials are distributed.~~

C. Fiscal Operations

1. Charter School will be directly funded in accordance with Chapter 6 (commencing with Section 47630) of Division 4 of Title 2 of the Education Code. The Parties recognize the authority of Charter School to pursue additional sources of funding.
2. The Parties agree that OCDE is not responsible to provide funding in lieu of property taxes to Charter School.
3. Charter School shall comply with Generally Accepted Accounting Principles (“GAAP”) applicable to public school finance and fiscal management.
4. Charter School shall adopt accounting policies and practices that establish separate accounts and/or sub-accounts for each affiliated charter school. The expenses attributable to each charter school shall be paid only from the account or sub-account of that charter school. Invoices, purchase orders, and other appropriate documentation shall be maintained by Charter School and shall be deemed to be public records subject to disclosure to OCDE upon request.
 - a) Each year Charter School shall make all records relating to the expenses of all affiliated charter schools available to OCDE and Charter School’s auditor for review and audit to

ensure that all expenses are appropriately allocated. In addition, Charter School shall promptly respond as required by Education Code section 47604.3.

- b) Each year Charter School shall provide documentation identifying an updated organizational chart of all affiliated charter schools and all related parties operated or otherwise controlled by the same nonprofit public benefit corporation, including governance roles, operational responsibilities, and reporting or oversight relationships, in a format reasonably acceptable to OCDE.
 - c) Charter School may temporarily loan funds between schools that it operates pursuant to a resolution approved by its Board of Directors that specifies the duration and interest rate of the loan and understands and agrees to provide access to records of Charter School and its affiliated charter schools, upon request from OCDE in accordance with Education Code section 47604.3.
5. Charter School shall establish a fiscal plan for repayment of any loans received by and/or on behalf of Charter School. It is agreed that OCDE shall receive written notice of all loans received by the Charter School, and repayment of loans shall be the sole responsibility of Charter School.
 6. Charter School will use all revenue received from the state and federal sources only for the educational services specified in the charter and this Agreement for the students enrolled and attending Charter School. Other sources of funding must be used in accordance with applicable state and federal statutes and the terms or conditions, if any, of any grant or donation.

D. Fiscal Agent

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

- b) Orange County Treasury withdrawals will take place two (2) times per month. The first withdrawal will take place on the 10th day of each month, and the second withdrawal will take place at the end of each month.
- c) Charter School's Orange County Treasury account will maintain a minimum balance that is sufficient to cover one (1) month of CalSTRS and CalPERS retirement contributions if participating in CalSTRS or CalPERS.

E. Student Attendance Accounting and Reporting

Charter School shall utilize commercially available attendance accounting software.

F. Oversight Fees

1. Charter School will be charged an annual oversight fee not to exceed one percent (1%) of the revenue received by Charter School in accordance with Education Code section 47613. The oversight fee will be calculated on the LCFF base grant, supplemental grant and concentration grant funding provided at the First Principal Apportionment (P-1). The amount will be calculated in April of each year based upon first principal apportionment (P-1) data for ninety-five percent (95%) of the estimated total. The calculation will also include an adjustment for the preceding year based upon final revenue for that year.
2. Payment Schedule: Charter School shall pay to County Superintendent its actual oversight costs not to exceed one percent (1%) of the LCFF base grant, supplemental grant, and concentration grant revenue received by Charter School ("Oversight Fee") in two (2) equal payments during each Fiscal Year: (1) fifty percent (50%) on or about January 15; and (2) the remaining fifty percent (50%) plus any necessary adjustment on or about June 15.

County Superintendent shall invoice Charter School for the Oversight Fee that is due, and Charter School shall remit payment within thirty (30) days of receipt of the invoice, or thirty-two (32) days from the invoice date. If payment is not received within that timeframe, Charter School hereby authorizes the County Superintendent to transfer the unpaid amount from Charter School's Treasury account to the County Superintendent's account.

G. Insurance and Liability

1. Charter School will provide certificates of insurance coverage to OCDE prior to opening and annually thereafter. The certificates shall indicate that the Board, County Superintendent, and OCDE are endorsed as additional insured under the coverage and shall include a provision that the coverage will be primary and will not participate with any valid and collectible insurance or program of self-insurance carried or maintained by the Board, County Superintendent or OCDE. Exhibit A, Insurance Coverage and Policies indicate the minimum insurance requirements and is incorporated by reference herein. Charter School shall forward any written notice to OCDE within three (3) business days of any modification, change or cancellation of any of the above insurance coverage. It is expressly understood that the

coverage and limits referenced herein ~~shall not in any way are minimum insurance requirements only and shall not be construed to~~ limit the liability ~~or indemnification obligations~~ of Charter School ~~otherwise arising under applicable law or this Agreement~~. In addition, Charter School shall ~~assure require that its~~ vendors ~~have adequate insurance coverage for the providing~~ goods and/or services ~~provided~~ to Charter School to ~~maintain commercially reasonable insurance coverage appropriate to the nature and scope of the goods and/or services to~~ protect the interests of Charter School as well as OCDE, the Board and the County Superintendent.

2. Charter School shall hold harmless, defend, and indemnify the Board, the County Superintendent, and OCDE, its officers, agents, and employees from every liability, claim, or demand (including settlement costs and reasonable attorneys' fees) ~~arising out of or related to which may be made by reason of~~: (1) any injury to volunteers; and (2) any injury to person or property sustained by any person, firm or Charter School ~~resulting from related to~~ any act, neglect, default or omission of Charter School, its officers, employees or agents, including any claims for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors. In cases of such liabilities, claims or demands, Charter School, at its own expense and risk, shall defend all legal proceedings which may be brought against it and/or the Board, the County Superintendent or OCDE, its officers and employees, and satisfy any resulting judgments ~~up to the required Agreements~~ that may be rendered against any of them. Notwithstanding the foregoing: (a) any settlement requiring the Board, the County Superintendent or OCDE to admit liability or to pay any money will require the prior written consent of the Board, the County Superintendent or OCDE, as applicable; and (b) the Board, County Superintendent and/or OCDE may join in the defense with its counsel at its own expense.
3. Charter School understands and agrees that its employees, contractors, subcontractors and agents shall not be considered officers, employees or agents of the Board, the County Superintendent or OCDE, and are not entitled to benefits of any kind or nature normally provided to OCDE employees. Charter School further assumes the full responsibility for acts and/or omissions of its employees, agents or contractors as they relate to the services to be provided under the charter and this Agreement. Charter School shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance (as applicable), social security and income tax withholding with respect to employees of Charter School.
4. Required Disclosures: Charter School shall notify OCDE in writing within three (3) business days of any known pending or actual litigation and/or formal claim from any party or notice of potential criminal infraction, criminal or civil action against Charter School or any employee, or request for information by any governmental agency to the extent permitted by law. Charter School acknowledges and agrees it shall comply with all applicable laws and regulations as may be amended or added during the term of the charter.

H. Human Resources

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

I. Contracts

1. Charter School shall not have the authority to enter into a contract that would bind the Board, County Superintendent and/or OCDE, nor to extend the credit of the Board, County Superintendent and/or OCDE to any third person or Party. Charter School shall clearly indicate in writing to vendors and other entities with which or with whom Charter School enters into an agreement or contract that the obligations of Charter School under such agreement or contract are solely the responsibility of Charter School and are not the responsibility of the Board, County Superintendent and/or OCDE.

2. Charter School shall ensure that all contracts for goods and services comply with applicable state and federal law and any applicable procurement, purchasing, or the criteria noted in Title 5, section 11967.5.1 of the California Code of Regulations. Charter School shall comply with bidding requirements tied to associated with receipt of any state, federal, local or grant funds that require compliance with bidding that is more stringent or purchasing requirements. Additionally, records and information regarding implementation of the contract will be provided to OCDE in accordance with Education Code section 47604.3.

3. Charter School will make every use reasonable efforts to ensure that vendors, contractors, and service providers comply with all lawful and reasonable inquiries by OCDE for records and information related to this contract goods and/or services provided to Charter School under applicable agreements/contracts. To the extent practicable, Charter School shall include provisions in agreements requiring such cooperation and records access.

4. Charter/Education Management Organization (C/EMO) Contracts:

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

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

- a) Require that any C/EMO contract (or revision to an agreement) that is entered into be in compliance with state and federal law and the charter and includes language that:
 - i. None of the principals of either the C/EMO or Charter School has conflicts of interest.

- ii. C/EMO shall comply with Education Code section 47604.3 and the California Public Records Act, Government Code section 7920 et. seq.
 - iii. Any provision of the agreement that is in violation of state or federal law or the charter is void.
- b) Upon approval by Charter School board, Charter School shall provide OCDE a copy of the following:
- i. C/EMO agreement (or revision to an agreement).
 - ii. Evidence that the C/EMO is a nonprofit public benefit corporation.
 - iii. A description of the C/EMO's roles and responsibilities for the management of Charter School and the internal controls that will be put in place to guide the relationship.
 - iv. A list of other schools managed by the C/EMO.
 - v. A list of and background on the C/EMO's leaders and board of directors.

J. Facilities Agreement

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

K. Zoning and Occupancy

1. Charter School shall provide OCDE with a Certificate of Occupancy issued by the applicable permitting agency, allowing Charter School to use and occupy the site prior to opening, unless Charter School is located at a public school site provided pursuant to Proposition 39 or other facilities use agreement with a school district. In lieu of the zoning certification, Charter School can provide OCDE with evidence that zoning ordinances have been overridden by the school district in which the facility is located or by another entity authorized to override zoning ordinances pursuant to current or then applicable state law. The facility must meet all

applicable health and fire code requirements, zoning laws, and Americans with Disabilities Act (“ADA”) requirements for a K-12 public school.

2. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a Certificate of Occupancy to OCDE for each facility before the school is scheduled to open or operate in the facility or facilities. If Charter School ever seeks facilities from a school district in which it intends to locate (or is located) under Education Code section 47614 (Proposition 39), it will follow applicable statutes and regulations regarding submission of such a request to the school district.
3. Notwithstanding any language to the contrary in this charter, the interpretation, application and enforcement of this provision are not subject to the Dispute Resolution Process outlined in the charter. The Parties agree that should a dispute arise under this section, they will meet to attempt to resolve any concerns within ten (10) calendar days of the dispute.

L. Dispute Resolution

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

IV. MATERIAL REVISIONS

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

V. SEVERABILITY

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

VI. NON-ASSIGNMENT

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

VII. WAIVER

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

VIII. NONDISCRIMINATION

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

IX. COMPLAINT PROCEDURES

Charter School shall adopt Uniform Complaint Procedures in accordance with California law. Furthermore, Charter school shall adopt and maintain policies and procedures to address parent and student concerns and/or complaints. Uniform Complaint Procedures and parent/student complaint procedures shall be communicated to parents and students annually in a format to be determined by Charter School.

X. NOTIFICATION

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

To OCDE at:

Renee Hendrick, Deputy Superintendent Orange County Department of Education
200 Kalmus Drive
Costa Mesa, CA 92626-5922

To Suncoast Preparatory Academy at:

Windi Ecklund, Director of Homeschool
Suncoast Charter School
3857 Birch St. #297
Newport Beach, CA 92660

XI. INTEGRATION

This Agreement contains the entire Agreement of the Parties with respect to the matters covered hereby and supersedes any oral or written understandings or agreements between the Parties with respect to the subject matter of this Agreement. No person or Party is authorized to make any representations or warranties except as set forth herein, and no Agreement, statement,

representation or promise by any party hereto which is not contained herein shall be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties, representations, statements or promises by any of the Parties herein or any of their agents or consultants except as may be expressly set forth in this Agreement. The Parties further recognize that this Agreement shall only be modified in writing by the mutual agreement of the Parties.

XII. ORDER OF PRECEDENCE

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

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

For Charter School	For the Board
Date: _____	Date: _____
Name: _____	Name: _____
Title: _____	Title: _____
Signature: _____	Signature: _____

EXHIBIT A

INSURANCE COVERAGE AND POLICIES

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

1. Property Insurance for replacement value, if offered by the insurance carrier, including coverage for all assets listed in Charter School's property inventory and consumables. If full replacement value coverage is unavailable, Charter School shall procure property insurance in amounts as close to replacement value as possible and sufficient to protect the school's interests. Required only if property assets are applicable.
2. General Commercial Liability with at least ~~\$2,000,000~~ \$1,000,000 per occurrence and ~~\$5,000,000~~ \$2,000,000 in total general liability insurance, providing coverage for negligence, errors and omissions/educators' legal liability, and fire legal liability of Charter School, its governing board, officers, agents, employees, and/or students. The deductible per occurrence for said insurance shall not exceed \$20,000 for any and all losses resulting from negligence, errors and omissions of Charter School, its governing board, officers, agents, employees, and/or students.
3. Workers' Compensation insurance in accordance with the California Labor Code, adequate to protect Charter School from claims under workers' compensation acts, which may arise from Charter School's operation, with statutory limits. The workers' compensation insurance coverage must also include employer's liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
4. Commercial Auto Liability, including owned, leased, hired, and non-owned coverage with limits of \$1,000,000 combined single limit per occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is \$5,000,000 combined single limit per occurrence.
5. Crime Insurance or Fidelity Bond coverage to cover all Charter School employees who handle, process, or otherwise have responsibility for Charter School's funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence, ~~with no self-insured retention.~~
6. Professional Educators Errors and Omissions liability coverage with minimum limits of ~~\$3,000,000~~ \$2,000,000 per occurrence and \$3,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of ~~\$3,000,000~~ \$2,000,000 per occurrence. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.

9. Excess/umbrella insurance with limits of not less than ~~\$10,000,000~~ ~~\$3,000,000~~ is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

June 17, 2026

RA

Mailed Distributed at meeting

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 17, 2026

TO: Renee Hendrick, Deputy Superintendent

FROM: Mari Barke, Board President

SUBJECT: Resolution No. 19-26 USA250-OC

RECOMMENDATION:

Board action on Resolution No. 19-26, to Commemorate and Celebrate the 250th Anniversary of the Declaration of Independence and the birth of the United States.

**RESOLUTION OF THE BOARD OF EDUCATION TO COMMEMORATE AND
CELEBRATE THE 250TH ANNIVERSARY OF THE DELCARATION OF
INDEPENDENCE AND THE BIRTH OF THE UNITED STATES**

WHEREAS, July 4, 2026, will be the 250th anniversary of the signing of the Declaration of Independence and the birth of the United States, and

WHEREAS, the United States was founded on the revolutionary principles proclaimed in the Declaration that “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed;” and

WHEREAS, these principles are the heritage of all Americans, regardless of ethnicity, national origin, religion, or political affiliation, and

WHEREAS, it is right and proper that citizens and residents of Orange County should be encouraged to commemorate and celebrate the historical ideals and aspirations embodied in the Declaration, and to reflect on the origin of Orange County, its history, and contributions to the development of California and the United States, and

WHEREAS, the 250th anniversary celebration provides a community-wide effort to equip our citizens and residents to engage in the civic life of their community and to listen to and learn from our history and each other to make a lasting impact for generations to come, and

WHEREAS, USA250-OC was formed to engage all Orange Countians in this once-in-a-generation opportunity to reflect on our founding principles and shared heritage, celebrate our achievements, look to our future, and collectively work towards a more perfect union, and

WHEREAS, USA250-OC engages Orange Countians through a dynamic website and robust social media; serves as a comprehensive resource with access to a broad range of historical resources; develops strategic partnerships with cities, civic organizations and others; is a catalyst for stimulating creativity and integrating experiences of all Orange Countians; inspires by building a sense of community; and provides significant programs focusing on our American founding and beyond, and

THEREFORE BE IT RESOLVED that Orange County hereby recognizes July 4th 2026 as the 250th anniversary of the foundation of our great nation, celebrating two-and-a-half centuries of the land of liberty, freedom, innovation and unlimited potential.

STATE OF CALIFORNIA)
COUNTY OF ORANGE)
_____)

I, Mari Barke, President of the Orange County Board of Education, do hereby certify that the foregoing Resolution was duly passed, approved and adopted by the Orange County Board of Education at a regular meeting thereof held on the 17th day of June 2026, and that it was so adopted by the following vote:

AYES: _____

NOES: _____

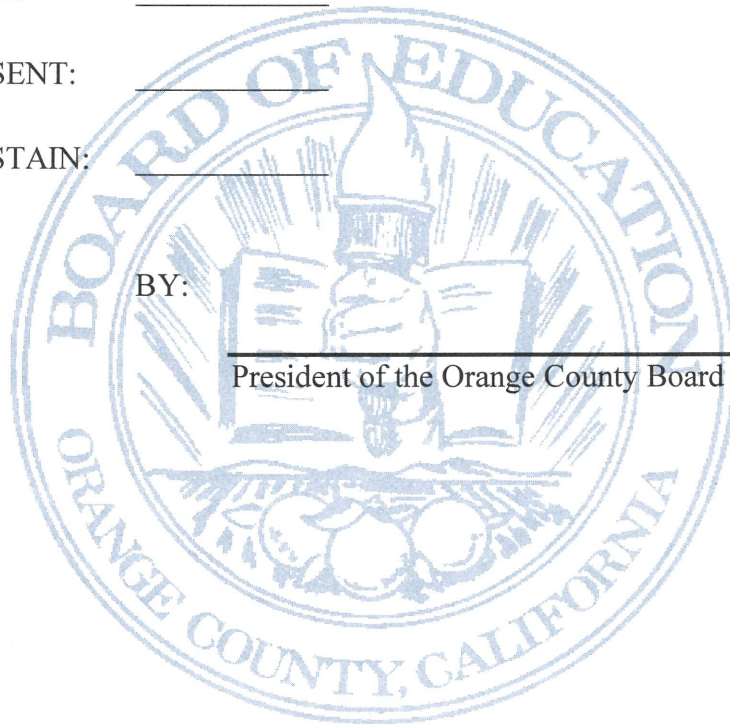
ABSENT: _____

ABSTAIN: _____

BY: _____

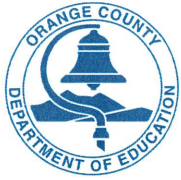
President of the Orange County Board of Education

Resolution # 19-26



June 17, 2026

RAA



Stefan Bean, Ed.D.
County Superintendent of Schools

ORANGE COUNTY BOARD OF Mailed Distributed at meeting
BOARD AGENDA ITEM

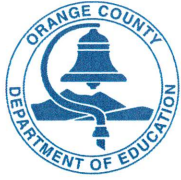
DATE: June 17, 2026
TO: Renee Hendrick, Deputy Superintendent
FROM: Analee Kredel, Associate Superintendent, Connections
Maria Martinez-Poulin, Ed.D., Chief of Alternative Education, ACCESS
SUBJECT: Orange County Department of Education
2026-27 Local Control and Accountability Plan

BACKGROUND:

The OCDE Local Control and Accountability Plan (LCAP) for the 2026-27 school year was presented to the Board on June 3, 2026. 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:

Adopt and approve the 2026-27 OCDE Local Control and Accountability Plan.



Stefan Bean, Ed.D.
County Superintendent of Schools

June 17, 2026

2/4

ORANGE COUNTY BOARD OF] Mailed Distributed at meeting
BOARD AGENDA ITEM

DATE: June 17, 2026
TO: Renee Hendrick, Deputy Superintendent
FROM: Maria Martinez-Poulin, Ed.D., Chief of Alternative Education, ACCESS
SUBJECT: College and Career Preparatory Academy
Local Control and Accountability Plan

BACKGROUND:

The College and Career Preparatory Academy Local Control and Accountability Plan (LCAP) for the 2026-2027 school year was presented to the Board on June 3, 2026. 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:

Adopt and approve the College and Career Preparatory Academy Local Control and Accountability Plan.

June 17, 2026

Mailed Distributed at meeting

RH

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 17, 2026
TO: Renee Hendrick, Deputy Superintendent
FROM: David Giordano, Associate Superintendent, Administrative Services
SUBJECT: Budget Approval for Fiscal Year 2026-27

BACKGROUND:

As required by State regulations, the attached documents include the 2026-27 OCDE budget and the Criteria and Standards. The July budget reflects preliminary estimates of income and expenditures, including projected growth needs, and is based on information available from the Governor's May Revision.

RECOMMENDATION:

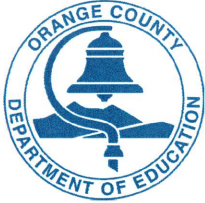
Approve the Annual County School Services Fund Budget of the County Superintendent of Schools.

DG:sh

June 17, 2026

[X] Mailed [] Distributed at meeting

RA



ORANGE COUNTY BOARD OF EDUCATION
BOARD AGENDA ITEM

DATE: June 17, 2026
TO: Renee Hendrick, Deputy Superintendent
FROM: Maria Martinez-Poulin, Chief of Alternative Education, ACCESS Division
SUBJECT: California School Dashboard Local Indicators: Orange County Department of Education Schools and Programs (ACCESS County Community, ACCESS Juvenile Hall, OCCS: CHEP/PCHS, and CONNECTIONS)

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 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 (populated by CDE in alignment with the dashboard release), 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.

STAFF RECOMMENDATION:

State-Required Information Only Item: No Board action required (Receive Item)

June 17, 2026

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Orange County Department of Education	Stefan Bean, Ed.D. Orange County Superintendent of Schools	sbean@ocde.us (714) 966-4001

Introduction

The California 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.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

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 the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- 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.

Local Indicators

The local indicators address the following state priority areas:

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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

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/body at the same public meeting at which the LCAP is adopted 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 public 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 an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear
2023-2024	173.52	58.9%

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

Please keep all responses to a maximum of 3,000 characters.

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

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

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	N/A
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):

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

Practices	Rating Scale Number
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.	5

Building Relationships 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 Relationships Between School Staff and Families.

Please keep all responses to a maximum of 3,000 characters.
<p>Building authentic, trusting relationships is the cornerstone of effective family engagement, as supported by research from Dr. Karen Mapp. Analysis of LCAP survey data and input from parent advisory groups indicates that the LEA’s Family and Community Engagement (FACE) team is a key strength in fostering these relationships. LCAP survey results reflect that a majority of families report feeling welcomed, respected, and connected to the school community, with families specifically identifying FACE staff as accessible, responsive, and supportive in navigating school systems.</p> <p>Bilingual Family Community Liaisons and Community Resource Specialists connect with families upon enrollment and serve as a bridge between the school and home. This early outreach establishes trust, promotes two-way communication, and ensures families are connected to supports available within the school and the community. School staff collaborate with families to create welcoming, inclusive environments where all partners experience a sense of belonging and share a collective vision for student success.</p> <p>The LEA intentionally recognizes and values the cultural wealth, funds of knowledge, and linguistic assets that families bring to the school community. Guided by Dr. Mapp’s Dual-Capacity Building Framework, school staff and families engage in ongoing relationship-building practices that strengthen mutual trust, communication, and shared responsibility for student learning.</p>

- 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.

Please keep all responses to a maximum of 3,000 characters.
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Analysis of LCAP survey data and parent workshop evaluations indicates an opportunity to deepen both staff and family capacity to build and sustain trusting, reciprocal relationships. While families report positive interactions, feedback suggests a need for more intentional strategies that position families and staff as equal partners in decision-making and student support.

In response, the LEA is expanding professional learning opportunities for both staff and families. Mixed teams of parents, staff, and community partners now participate in conferences, regional collaboratives, and workshops designed to strengthen relationship-building practices across diverse cultural, linguistic, and socioeconomic backgrounds.

The LEA has convened a diverse team of students, families, staff, and community partners to participate in Peer Leading and Learning Network (PLLN) meetings through the statewide Community Engagement Initiative (CEI) grant. Locally, four cohorts of staff—including teachers, administrators, front office staff, paraeducators, and FACE team members—have completed a four-day Family and Community Liaison Certificate Training. Participant feedback and local evaluation data indicate increased confidence and application of dual capacity-building strategies.

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.

Please keep all responses to a maximum of 3,000 characters.
<p>Educational partner input and LCAP survey data identified a need to strengthen language access and communication supports, particularly for underrepresented and multilingual families. These findings directly inform LCAP actions focused on equitable access and inclusive engagement.</p> <p>To meet these needs, the LEA will increase utilization of interpretation and translation services through the Language Services Unit to ensure timely and accurate communication with families. Staff providing language support will continue to receive targeted training on effective interpretation and translation practices, including protocols that promote accuracy, cultural responsiveness, and inclusivity.</p> <p>To further sustain and strengthen these efforts, bilingual staff participate in ongoing professional learning aligned to LCAP goals, including the LEA’s Interpreters and Translators Conference, the California Association for Bilingual Education (CABE) conference, and countywide collaboratives such as the Multilingual Consortium. These efforts collectively build the LEA’s capacity to implement inclusive, culturally responsive engagement systems that better serve underrepresented families.</p>

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):

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

Practices	Rating Scale Number
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

Practices	Rating Scale Number
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.	5
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.

Please keep all responses to a maximum of 3,000 characters.
<p>Analysis of LCAP survey data and input from parent advisory groups indicates that the LEA's community partnership model is a key strength in improving student outcomes. Aligned with Multi-Tiered Systems of Support (MTSS) and LCAP actions focused on whole-child support, the LEA implements a coordinated, community-based approach that integrates academic, behavioral, and social-emotional supports.</p> <p>Through collaboration among families, teachers, School Counselors, Clinicians, Transition Specialists, and community partners, the LEA engages in shared decision-making to identify student strengths, assess needs, and develop individualized plans that support academic achievement, college and career readiness, and social-emotional well-being. Families are active partners in this process, contributing to goal setting and progress monitoring.</p> <p>The LEA also maintains partnerships with a strong network of community-based organizations to address barriers to learning, including access to food, housing, mental health services, and college and career readiness opportunities. These supports are coordinated through Family Connection Centers located across five school sites, aligning with LCAP priorities related to access, equity, and integrated student supports. Educational partner feedback and participation data reflect that families value these comprehensive supports and report increased access to resources that positively impact student engagement and outcomes.</p>

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.

Please keep all responses to a maximum of 3,000 characters.
<p>LCAP survey data and input from advisory groups indicate that families seek additional guidance and tools to support their child's academic progress and social-emotional development at home. While families report strong relationships with staff, feedback highlights a need for more actionable, accessible strategies that strengthen their role as partners in student learning.</p> <p>Aligned to LCAP actions focused on family capacity building and student achievement, the LEA has expanded both virtual and in-person workshops to provide families with practical strategies related to goal setting, study skills, time management, and social-emotional support. These workshops are designed to build on family strengths and create collaborative spaces where parents and caregivers can share experiences and problem-solve.</p> <p>In addition, the LEA provides resources at parent-teacher conferences, open house events, and resource fairs, as well as on our website. To further support real-time engagement, the LEA is enhancing the Parent Portal and providing training to increase family access to student data, including attendance, grades, assessments, and credit completion.</p> <p>These efforts are grounded in research, including Joyce Epstein's framework on family engagement, which identifies "Learning at Home" strategies as a high-impact practice for improving student outcomes.</p>

- 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.

Please keep all responses to a maximum of 3,000 characters.

Families from underrepresented groups request more consistent and accessible communication regarding student progress and postsecondary opportunities. To address this need, the LEA will expand family engagement opportunities through workshops on college applications, financial aid, career pathways, and internship opportunities. To ensure equitable access, interpretation and translation services will be provided in families' home languages. Through a new program, ACCESS Scholars Academy, the LEA provided students and their families with the opportunity to visit local college and university campuses along with community programs to learn about supports that are available for First Generation students. Students and parents shared that the eight-week program empowered them with information, resources, and knowledge for navigating post-secondary options and increased their confidence in pursuing college and career goals. Additionally, the LEA will implement multiple communication strategies, including digital platforms, direct outreach, and parent meetings, to provide timely and consistent updates on student attendance, grades, assessments, and credit progress. These efforts are designed to reduce barriers to engagement and strengthen partnerships with underrepresented families in support of improved student outcomes.

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

Practices	Rating Scale Number
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.	5
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.

Please keep all responses to a maximum of 3,000 characters.

The District English Learner Advisory Committee (DELAC) continues to be a key strength for the LEA, with participation data showing increased attendance and expanded regional representation across the county. The LEA has exceeded its LCAP goals for participation, reflecting growing family engagement and leadership in advisory structures.

DELAC meetings are planned and facilitated by parent leaders serving on the DELAC Board, using the Title III Federal Program Monitoring Tool and ongoing input from families to guide agendas and recommendations. This structure promotes meaningful opportunities for families—particularly multilingual families—to influence programs and services.

Aligned with LCAP and California Community Schools Partnership Program (CCSPP) priorities, the LEA also engages families, students, staff, and community partners through “All Hands on Deck” quarterly events.

Participation in these collaborative events has continued to increase, lifting the voice of students and families in contributing to the development and implementation of the LEA’s Community Schools vision. Feedback from participants highlights increased transparency, trust, and shared ownership in the decision-making process.

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.

Please keep all responses to a maximum of 3,000 characters.

Analysis of educational partner input and local data indicates an opportunity to deepen shared leadership and expand co-governance structures so that family and community input more consistently informs decision-making at both the school and LEA levels.

Now in the third year of CCSPP implementation, the LEA is developing a sustainable model for shared decision-making at the school site level as well as the LEA level. This system will create a structure for students, families, school staff, and community partners to engage in leadership roles at both the school site and LEA levels. The LEA will also increase the number of LCAP Parent Advisory Committee groups to support greater student and parent participation.

To build capacity for meaningful participation, teams of parents and staff will participate in Community Schools Network meetings, as well as local and statewide conferences, workshops, and collaboratives focused on effective shared decision-making practices. These efforts are designed to strengthen participants’ ability to analyze data, contribute to planning processes, and co-develop solutions that support student outcomes.

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.

Please keep all responses to a maximum of 3,000 characters.

LCAP survey data and input from advisory groups indicate that underrepresented families are interested in participating in school decision-making and would benefit from additional support to build leadership skills, knowledge, and confidence. Families engaged in DELAC, LCAP Parent Advisory Committee, and School Site Council have expressed a strong desire for more opportunities to develop their capacity as leaders.

To support these needs, the LEA is developing a series of workshops to provide training on key topics such as school funding, curriculum and instruction, assessment, college and career readiness, technology, and the Community Schools framework. These workshops are designed to reduce barriers to participation and ensure families have the knowledge and tools needed to engage as equal partners in decision-making. Parent Ambassadors have also been designated to assist the school with increasing the representation of underrepresented families.

The LEA is also strengthening leadership development opportunities through the CEI Peer Leading and Learning Network (PLLN). The LEA’s team of parents, administrators, teachers, school staff, parents, and community partners is building skills to implement inclusive, shared decision-making structures that elevate all voices.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

Please keep all responses to a maximum of 3,000 characters.
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OCDE administered the annual LCAP School Climate and Student Engagement Survey to students enrolled in ACCESS Community and Juvenile Hall schools, OCCS, CHEP/PCHS, and Orange County Special Education programs during the 2025–26 school year. The survey gathered student feedback related to school connectedness, safety, relationships with staff, academic support, social-emotional wellness, and overall engagement in the learning environment. Student responses continue to provide valuable insight into the experiences and needs of OCDE’s diverse student populations and directly support continuous improvement efforts aligned with state priorities.

Research consistently demonstrates that students who feel physically and emotionally safe, supported by caring adults, and connected to their school community are more likely to demonstrate positive academic outcomes, improved attendance, increased engagement, and stronger postsecondary readiness. For OCDE’s at-promise student populations, these conditions are especially critical in supporting resilience, re-engagement, and long-term success.

Survey results are reviewed collaboratively by school and program leadership teams and are used to inform LCAP planning, resource allocation, and student support strategies. Findings from the 2025–26 survey indicate continued areas of focus related to student wellness, sense of belonging, academic support, and access to responsive services. In response, OCDE continues to prioritize the following:

- Expanded academic and credit recovery interventions
- Increased access to school-based mental health and wellness services for both general education and special education students
- Trauma-informed and relationship-centered practices that strengthen student engagement and belonging
- Professional development focused on student wellness, restorative practices, culturally responsive supports, and positive behavior interventions
- Enhanced family and community partnerships to support student success and school connectedness

In addition to survey findings, OCDE utilizes School Accountability Report Cards (SARCs), California School Dashboard indicators, and LCAP local metrics to monitor student achievement, attendance, chronic absenteeism, suspension rates, graduation outcomes, and college and career readiness indicators. These measures collectively support OCDE’s ongoing commitment to fostering safe, supportive, and equitable learning environments for all students.

2025-26 Student Survey Highlights:

ACCESS Schools:

- 74% of 345 student respondents "Strongly Agree" or "Agree" they feel connected to their teachers/school community.
- 87% of 344 student respondents "Strongly Agree" or "Agree" they feel safe at school.

OC Special Education School:

- 89% of the 28 student respondents "Strongly Agree" or "Agree" their school provides appropriate materials and meaningful learning opportunities.
- 93% of the 28 student respondents "Strongly Agree" or "Agree" they feel safe at school.

OCDE remains committed to collecting and using student, family, and staff feedback to support continuous improvement and provide high-quality educational experiences for all students.

All survey questions/responses may be viewed in the 2025-26 OCDE LCAP, Appendix E.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Please keep all responses to a maximum of 3,000 characters.

Meaning: These survey findings underscore the efficacy of the MTSS framework in fostering a safe school climate and areas for continued growth and improvement to support positive student outcomes.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Please keep all responses to a maximum of 3,000 characters.

Use: The survey results support ongoing endeavors to uphold a safe & engaging culture where students & families feel welcome as integral members of our school communities. OCDE is committed to sustaining this focus to create learning environments that foster student achievement.

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)

Please keep all responses to a maximum of 3,000 characters.

OCDE uses a variety of locally selected tools to track student access to a broad course of study, including enrollment reports from CALPADS and Aeries, disaggregated by grade span and subgroup. OCDE uses Aeries to track pathway enrollment and completion rates, identify students who are concentrators or completers, and examine participation across subgroups. Specifically for Career Technical Education (CTE), OCDE tracks enrollment and pathway completion rates using local data dashboards and CTE concentrator reports. Schedule and course offering reviews are conducted annually to ensure all school sites, including alternative and special education programs, offer a broad range of courses. For students with exceptional needs, IEP and transition plan reviews are conducted to ensure appropriate access to CTE courses aligned with students' postsecondary goals. These reviews help identify if accommodations or schedule adjustments are needed to ensure full participation. Student interest inventories and advisory committee feedback are also used to align offerings with student interests and workforce needs. For students with exceptional needs, IEP and transition plan reviews are conducted to ensure appropriate access to CTE courses aligned with students' postsecondary goals. These reviews help identify if accommodations or schedule adjustments are needed to ensure full participation. Counselors and Transition Specialists guide special populations in career exploration and planning.

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)

Please keep all responses to a maximum of 3,000 characters.

Using course enrollment reports from Aeries and annual schedule reviews, OCDE monitors student access to a broad course of study, including Career Technical Education. Data is disaggregated by grade span and student groups, including unduplicated pupils and students with disabilities. Across most sites, students have access to at least one CTE pathway, with some schools offering multiple pathway options aligned to student interests and regional workforce needs. Alternative education programs have expanded access by integrating CTE courses and work-based learning opportunities into modified schedules. Enrollment data show that overall participation in CTE is increasing; however, gaps remain. English learners and students with disabilities are underrepresented in some pathways, particularly those with more rigorous technical components. To address this, counselors provide targeted outreach and academic planning support. IEP teams also ensure appropriate accommodations are in place to

support access to CTE. Progress is ongoing, with increased alignment between student interest surveys and course offerings and more inclusive scheduling practices to ensure access across all programs.

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)

Please keep all responses to a maximum of 3,000 characters.

OCDE has identified several key barriers to providing consistent access to a broad course of study, including CTE, across all school sites and student groups. One major challenge is limited physical space and outdated facilities, which restrict the ability to offer specialized courses like CTE that require designated labs, equipment, or hands-on learning environments. Some sites, particularly in alternative education settings, lack the infrastructure to support a wide range of CTE pathways. Leadership transitions in recent years have disrupted the continuity of professional development needed for cross-disciplinary collaboration and innovative instructional practices. Teachers need consistent training to support inclusive practices and ensure CTE courses are accessible to all student groups, including students with disabilities and English learners. Length of student enrollment in the alternative education program is also considered to be a barrier, as they do not typically spend an entire school year in the program like students in comprehensive high schools do. In addition, community awareness and understanding of alternative education programs and their academic offerings remain limited. Misconceptions can affect enrollment and prevent students from exploring valuable options like CTE that align with their interests and career goals.

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)

Please keep all responses to a maximum of 3,000 characters.

In response to identified barriers, OCDE is implementing several strategic actions to increase access to a broad course of study, particularly in Career Technical Education (CTE). We are investing in facility improvements and equipment upgrades at sites to support hands-on, industry-aligned instruction. This includes creating flexible learning spaces and expanding access to CTE labs and technology. We are utilizing credentialed CTE instructors from two local ROP organizations. This partnership allows students to receive instruction from staff with industry expertise. Interdisciplinary collaboration will be promoted through curriculum integration activities that connect CTE with academic subjects, fostering real-world learning and supporting pathway relevance. Additionally, we are developing partnerships with local businesses and organizations to expand work-based learning and mentorship opportunities. To build understanding and reduce stigma around continuation and alternative programs, we are strengthening communication efforts with families and community partners, highlighting the academic rigor and career readiness pathways available to all students. Finally, the fabrication of a mobile culinary trailer is underway and will be used to expand hands-on culinary experience to sites with otherwise limited access to industry-grade equipment.

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	[No response]	[No response]	[No response]	[No response]	[No response]

Coordinating Instruction	1	2	3	4	5
for providing educational services to all expelled students in the county, including:	required]	required]	required]	required]	required]
a. Review of required outcome data.					5
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.				4	
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.				4	
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).				4	
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.				4	
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					5
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.					5

Coordinating Services	1	2	3	4	5
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	

June 17, 2026

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ORANGE COUNTY BOARD OF I [X] Mailed [] Distributed at meeting

BOARD AGENDA ITEM

DATE: June 17, 2026

TO: Renee Hendrick, Deputy Superintendent

FROM: Maria Martinez-Poulin, Ed.D., Chief of Alternative Education, ACCESS

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 and Charter Schools include the following LCAP state priorities:

- Priority 1 – Basic Services that include appropriately assigned teachers (populated by CDE in alignment with the dashboard release), 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:

Adopt the State-Required Information Only Item: No Board action required (Receive Item).

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
College and Career Preparatory Academy	Fatinah Judeh Principal	fjudeh@ocde.us 714-796-8795

Introduction

The California 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.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

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 the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- 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.

Local Indicators

The local indicators address the following state priority areas:

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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

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/body at the same public meeting at which the LCAP is adopted 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 public 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 an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2022-2023	TBD from CDE	TBD from CDE	TBD from CDE	TBD from CDE	TBD from CDE	TBD from CDE	TBD from CDE	TBD from 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				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

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

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	N/A
Career Technical Education				4		
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts				4		
World Language						N/A

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					5
Providing support for teachers on the standards they have not yet mastered					5

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.

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.

- 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):

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

Practices	Rating Scale Number
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.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships 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 Relationships Between School Staff and Families.

CCPA continues to demonstrate strength and progress in building trusting, respectful relationships between school staff, students, and families. During the 2025–26 school year, CCPA continued to use its personalized independent study model as the foundation for relationship-building. Students met regularly with teachers in one-on-one appointments to review academic progress, discuss goals, identify barriers, and determine next steps. These consistent relationships allowed staff to better understand each student's academic, personal, family, and postsecondary needs and to respond with timely support.

Educational partner input gathered during the 2026–27 LCAP development process confirmed that relationship-building remains one of CCPA's core strengths. Feedback from students, families, staff, community partners, OCDE collaborators, and the WASC self-study and Visiting Committee process highlighted the importance of one-on-one teacher-student support, wraparound services, and CCPA's whole-student approach. Students and families also provided input through surveys, teacher-student appointments, school events, ELAC engagement with adult English Learner students, School Advisory Committee opportunities, Student Intervention Team meetings, curriculum pilot feedback, and WASC-related feedback opportunities.

CCPA also made progress in strengthening student and family support systems during 2025–26. The percentage of students receiving resources from the Community Resource Specialist increased from 8% at baseline to 23%, showing expanded access to basic needs, community resources, and individualized support. The school counselor, clinician, Community Resource Specialist, teachers, paraeducators, support staff, and administrators worked

together to connect students and families to academic, wellness, social-emotional, and basic needs resources. These coordinated supports helped remove barriers that can affect attendance, engagement, course completion, and progress toward graduation.

CCPA's tiered re-engagement and MTSS processes also supported relationship-building by helping staff identify students who were disengaged, not making adequate progress, or experiencing barriers to participation. Through these systems, staff worked directly with students and families to understand the reason for disengagement and connect them to appropriate academic, social-emotional, wellness, or community-based supports. Reflection on last year's implementation showed that these systems were effective in expanding access to supports, while also identifying the need for stronger documentation and follow-up.

As a result, the 2026–27 LCAP strengthens this work by emphasizing Aeries intervention tracking, more consistent documentation of outreach and interventions, wellness-based engagement supports, and continued culturally responsive communication. These refinements are intended to help staff more consistently document family and student contact, monitor interventions, and ensure timely follow-up before students disengage.

Overall, CCPA is at full implementation in most areas of building relationships between school staff and families, with continued growth toward sustainability in strengthening staff capacity to learn more consistently about each family's strengths, cultures, languages, and goals. The program will continue to prioritize personalized communication, welcoming environments, coordinated supports, and culturally responsive engagement practices that help students and families feel seen, respected, and supported.

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.

Based on the analysis of educational partner input and local data, CCPA has identified several focus areas for continued improvement in building relationships between school staff, students, and families. In prior years, CCPA focused on expanding student and family engagement opportunities, strengthening the role of the Community Resource Specialist, increasing outreach through support staff, and improving early connections to community and workforce resources. These efforts helped expand access to supports and strengthen communication with students and families across CCPA's geographically diverse sites.

For 2026–27, CCPA will continue this work while focusing on more consistent relationship-building, documentation, and follow-up. A key area for improvement is strengthening staff capacity to learn more consistently about each family's strengths, cultures, languages, needs, and goals for their children or adult students. Because CCPA serves students ages 16–25, many students communicate directly with staff as adult learners, while others continue to rely on family or caregiver support. CCPA will continue refining engagement practices so that communication is responsive to each student's circumstances, language needs, family context, and postsecondary goals.

Another focus area is strengthening documentation of student and family outreach. Educational partner feedback and LCAP reflection identified the need for more consistent use of Aeries intervention tracking to document outreach, interventions, Student Intervention Team referrals, and follow-up actions. Strengthening this system will help staff better monitor which students and families have been contacted, what supports have been offered, and whether additional follow-up is needed before students disengage.

CCPA will also continue expanding meaningful engagement opportunities that help students and families connect with school staff, community resources, wellness supports, and postsecondary pathways. This includes school events, family engagement opportunities, ELAC engagement with adult English Learner students, School Advisory Committee opportunities, one-on-one teacher appointments, Student Intervention Team meetings, and wellness-based engagement supports. These opportunities are especially important for students and families who may face barriers such as work schedules, transportation challenges, housing insecurity, caregiving responsibilities, language needs, or interrupted educational pathways.

CCPA will continue strengthening coordinated support among teachers, the school counselor, clinician, Community Resource Specialist, paraeducators, support staff, and administrators. Through tiered re-engagement and MTSS processes, staff will continue identifying barriers, connecting students and families to academic, wellness, social-emotional, and basic needs supports, and improving communication across staff teams.

These improvement efforts reflect CCPA's continued commitment to building inclusive, equitable, and culturally responsive relationships with students and families. By strengthening staff capacity, documentation systems, outreach, and follow-up, CCPA will continue to build relationships that support attendance, engagement, course completion, graduation, and successful transition to college, career, workforce training, military-connected pathways, or other postsecondary opportunities.

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

CCPA will improve engagement of underrepresented families by continuing to strengthen personalized, accessible, and culturally responsive communication across all school sites. During the self-reflection process, CCPA identified students and families who may experience barriers to engagement, including families of English Learners, low-income students, foster youth, students with disabilities, students experiencing homelessness, and adult learners who may be balancing school with work, caregiving, housing instability, transportation challenges, or interrupted educational histories.

To improve engagement, CCPA will continue using one-on-one teacher appointments, family communication, Student Intervention Team meetings, ELAC engagement with adult English Learner students, School Advisory Committee opportunities, surveys, and school events to create multiple entry points for students and families to connect with staff. These opportunities will help ensure that underrepresented families are not limited to one method of participation and can engage in ways that are accessible to their circumstances.

CCPA will also strengthen the use of tiered re-engagement and MTSS processes to identify students and families who may be less connected to school and provide timely outreach before disengagement occurs. Teachers, support staff, the school counselor, clinician, Community Resource Specialist, paraeducators, and administrators will continue working together to identify barriers, connect students and families to academic, wellness, social-emotional, and basic needs supports, and follow up on student progress.

A key improvement for 2026–27 is more consistent documentation of outreach and interventions through Aeries intervention tracking. This will help staff monitor which students and families have been contacted, what supports were provided, and where additional follow-up is needed. Strengthening documentation will support more consistent communication with underrepresented families and help ensure that outreach is not dependent on informal systems alone.

CCPA will continue to expand welcoming and supportive engagement opportunities through school events, wellness-based engagement supports, resource connections, and community partnerships. The Community Resource Specialist will continue connecting students and families to basic needs supports, local agencies, and community-based resources across Orange County. These efforts are intended to reduce barriers to participation and help underrepresented families feel seen, respected, and included as partners in student success.

Through these strategies, CCPA will improve engagement by providing multiple ways for underrepresented families to communicate with staff, access resources, participate in decision-making opportunities, and receive timely support. These efforts will strengthen relationships between school staff and families and support student attendance, engagement, course completion, graduation, and postsecondary transition.

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):

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

Practices	Rating Scale Number
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.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
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.	5
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.	5

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.

Based on the analysis of educational partner input and local data, CCPA demonstrates strong implementation and progress in building partnerships that support student outcomes. During the 2025–26 school year, CCPA continued to strengthen collaboration among school staff, students, families, community agencies, workforce partners, educational institutions, and OCDE partners to support academic progress, engagement, graduation, and postsecondary readiness.

A key strength is CCPA's personalized independent study model, which provides regular opportunities for teachers, students, and families to review academic progress and identify strategies to support improved student outcomes. Teachers meet with students through one-on-one appointments to discuss coursework, credit progress, barriers to learning, and next steps toward diploma completion. These meetings help staff and students work together to monitor progress, adjust supports, and connect students to academic, social-emotional, wellness, and basic needs resources.

CCPA also provides families and students with information and resources that support learning and development beyond the classroom. The school counselor, clinician, Community Resource Specialist, teachers, paraeducators, support staff, and administrators collaborate to connect students and families to graduation planning, college and career readiness supports, community resources, basic needs assistance, wellness supports, and postsecondary transition opportunities. The percentage of students receiving resources from the Community Resource Specialist increased from 8% at baseline to 23% in 2025–26, demonstrating expanded access to student and family supports.

Educational partner input gathered through the 2026–27 LCAP development process, WASC self-study and Visiting Committee process, School Advisory Committee opportunities, ELAC engagement with adult English Learner students, student and family surveys, curriculum pilot feedback, and community partner consultation confirmed the importance of CCPA's whole-student approach. Partners affirmed the value of one-on-one teacher-student meetings,

wraparound services, and a Multi-Tiered System of Supports that helps students remain engaged and make progress toward graduation.

CCPA continued to build strong partnerships with community, workforce, and educational partners to support student outcomes. These partnerships help connect students to college and career readiness opportunities, dual enrollment, workforce development resources, community-based supports, and transition planning. CCPA's partnership with the CA Job Challenge program and Long Beach City College continues to support students who are dually enrolled in high school and college coursework, providing a structured pathway toward diploma completion and postsecondary readiness.

CCPA also supports families and students in understanding available rights, supports, and educational options through individualized communication, school meetings, ELAC opportunities, special education collaboration, transition planning, and student support processes. Staff continue to help students and families understand graduation pathways, available resources, intervention supports, postsecondary options, and ways to advocate for student needs.

Overall, CCPA is at full implementation and sustainability in Building Partnerships for Student Outcomes. The program will continue to strengthen partnerships that support academic progress, student engagement, English Learner progress, graduation, college and career readiness, and successful transition to college, career, workforce training, military-connected pathways, or other postsecondary opportunities.

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.

Based on the analysis of educational partner input and local data, CCPA has identified several focus areas for continued improvement in Building Partnerships for Student Outcomes. While CCPA demonstrates full implementation in this area, the program will continue strengthening how partnerships are used to improve student engagement, academic progress, graduation, and postsecondary transition outcomes.

One focus area is strengthening progress monitoring and documentation across student support systems. Educational partner input and LCAP reflection identified the need for more consistent use of Aeries intervention tracking to document outreach, Student Intervention Team referrals, interventions, follow-up actions, and student progress. Strengthening this system will help staff and partners better understand which supports are being provided, whether students are responding to interventions, and where additional support is needed.

Another focus area is improving post-graduation outcome tracking. CCPA will continue developing alumni survey follow-up to better understand whether graduates are transitioning into college, career, workforce training, military-connected pathways, or other postsecondary opportunities. This information will help CCPA evaluate the effectiveness of its partnerships and refine supports that prepare students for life after graduation.

CCPA will also continue strengthening college, career, workforce, and community partnerships so students and families have clearer access to postsecondary planning, dual enrollment opportunities, workforce resources, internships, apprenticeships, career exploration, and community-based supports. This includes continued collaboration with partners connected to CA Job Challenge, Long Beach City College, workforce agencies, community organizations, and other educational partners.

A continued area of focus is helping students and families better understand available pathways, rights, and supports. Because CCPA serves students ages 16–25, including adult learners and students with complex life circumstances, the program will continue refining communication about graduation pathways, the reduced-credit pathway for students age 19 and older, English Learner supports, special education supports, wellness resources, community resources, and postsecondary transition options.

CCPA will also continue expanding meaningful engagement opportunities that connect students and families to school staff and external partners. These opportunities include school events, college and career activities, ELAC engagement with adult English Learner students, School Advisory Committee opportunities, one-on-one teacher appointments, Student Intervention Team meetings, and community partner activities.

These focus areas reflect CCPA's commitment to using partnerships not only to provide services, but to improve measurable student outcomes. By strengthening documentation, outcome tracking, communication, and partner alignment, CCPA will continue improving supports that help students remain engaged, complete coursework, graduate, and transition successfully into college, career, workforce training, military-connected pathways, or other postsecondary opportunities.

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.

CCPA will improve engagement of underrepresented families in Building Partnerships for Student Outcomes by continuing to provide multiple, accessible ways for students and families to connect with school staff, community partners, workforce partners, and postsecondary supports. During the self-reflection process, CCPA identified students and families who may experience barriers to engagement, including families of English Learners, low-income students, foster youth, students with disabilities, students experiencing homelessness, and adult learners balancing school with work, caregiving responsibilities, transportation challenges, housing instability, or interrupted educational histories.

A key strategy for improving engagement is the continued implementation of the reduced-credit diploma pathway for students age 19 and older. Educational partner input from staff, workforce partners, regional education partners, and partners connected to CA Job ChalleNGe highlighted that some adult learners needed a more realistic pathway to diploma completion because they were balancing school with employment, parenting, caregiving, and other adult responsibilities. In response, CCPA implemented the 155-credit diploma pathway for students age 19 and older, while maintaining the 220-credit pathway for students age 18 and younger. This pathway maintains core academic requirements while removing barriers that may otherwise cause older students to disengage.

CCPA will continue using this pathway as part of its broader partnership strategy to improve engagement, retention, and postsecondary transition for underrepresented students. By offering a diploma option that better reflects the needs of adult learners, CCPA can more effectively partner with students, families, workforce agencies, and community partners to support course completion, graduation, and transition into college, career, workforce training, military-connected pathways, or other postsecondary opportunities.

To improve engagement, CCPA will also continue strengthening communication about available supports and pathways. This includes information about graduation requirements, the reduced-credit diploma pathway, academic intervention, English Learner supports, special education supports, wellness resources, basic needs supports, dual enrollment, workforce development opportunities, and college and career transition planning. Staff will continue using one-on-one teacher appointments, counseling appointments, Student Intervention Team meetings, ELAC engagement with adult English Learner students, School Advisory Committee opportunities, student and family surveys, and school events to ensure that underrepresented families have multiple entry points for participation.

CCPA will also improve engagement by strengthening coordination among school staff and external partners. Teachers, the school counselor, clinician, Community Resource Specialist, paraeducators, support staff, administrators, community agencies, workforce partners, and educational partners will continue working together to connect students and families to resources that support attendance, engagement, course completion, graduation, and postsecondary readiness.

A key improvement for 2026–27 is more consistent tracking of outreach, interventions, and follow-up through Aeries intervention tracking and Student Intervention Team processes. This will help staff identify students and families who

may be less connected to school, document supports provided, monitor follow-up, and determine whether additional outreach or partner support is needed.

Through these strategies, CCPA will strengthen partnerships that improve engagement of underrepresented families and support measurable student outcomes, including attendance, engagement, academic progress, graduation, English Learner progress, and successful transition into college, career, workforce training, military-connected pathways, or other postsecondary opportunities.

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

Practices	Rating Scale Number
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.	5
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.	5

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.

Based on the analysis of educational partner input and local data, CCPA demonstrates strong progress in seeking input for decision-making and using that input to inform schoolwide planning, LCAP development, and continuous improvement. During the 2025–26 school year, CCPA engaged educational partners through multiple structures, including staff meetings, Professional Learning Communities, School Advisory Committee opportunities, ELAC engagement with adult English Learner students, student and family surveys, Student Intervention Team processes, WASC self-study activities, the WASC Visiting Committee process, curriculum pilot feedback, community partner consultation, OCDE collaboration, and SELPA consultation.

A key strength is CCPA's capacity to support staff in engaging students and families in decision-making and advisory processes. Teachers, support staff, the school counselor, clinician, Community Resource Specialist, paraeducators, administrators, and operational staff contributed to discussions about student engagement, academic progress, intervention systems, wellness supports, curriculum access, college and career readiness, and conditions of learning. Staff input helped shape revisions to the 2026–27 LCAP, including stronger intervention tracking, wellness-

based engagement supports, academic progress monitoring, curriculum implementation, and postsecondary outcome tracking.

CCPA also made progress in providing families and students with opportunities to provide input on programs, supports, and school priorities. Student and family input was gathered through surveys, one-on-one teacher appointments, school events, ELAC engagement with adult English Learner students, School Advisory Committee opportunities, WASC-related feedback, and curriculum pilot feedback. These opportunities allowed students and families to share feedback about school climate, connectedness, academic support, wellness needs, college and career readiness, and access to resources.

Educational partner input directly influenced the adopted 2026–27 LCAP. Feedback reinforced the need to strengthen attendance and re-engagement systems, expand wellness-based supports, improve intervention tracking, continue direct clinician-led supports, expand hands-on elective opportunities, strengthen college and career readiness, support the reduced-credit diploma pathway for students age 19 and older, and improve alumni outcome tracking. This demonstrates that CCPA's decision-making process is connected to both educational partner input and local data.

CCPA also demonstrates strength in bringing families, staff, administrators, and educational partners together to plan, implement, and evaluate engagement activities and student supports. The WASC self-study and Visiting Committee process provided an additional opportunity for staff, students, families, and community partners to reflect on program strengths and areas for growth. This input helped validate CCPA's focus on one-on-one teacher-student support, wraparound services, MTSS, academic progress monitoring, and whole-student development.

A continued area of growth is increasing the capacity of family members, especially underrepresented families, to participate more consistently in advisory groups and formal decision-making opportunities. CCPA will continue to strengthen outreach, accessible communication, and multiple entry points for input so that students and families who may face barriers related to work schedules, transportation, language, housing instability, caregiving responsibilities, or interrupted educational pathways can participate meaningfully.

Overall, CCPA is at full implementation in supporting staff and collaborative planning for decision-making, with continued growth in expanding family capacity and participation in advisory and input processes. CCPA will continue using educational partner feedback and local data to guide decisions that support attendance, engagement, academic progress, graduation, and postsecondary readiness.

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.

Based on the analysis of educational partner input and local data, CCPA has identified several focus areas for continued improvement in Seeking Input for Decision-Making. While CCPA demonstrates strong implementation in engaging staff, students, families, community partners, workforce partners, and educational partners, the program will continue strengthening the consistency, accessibility, and use of input from underrepresented students and families in formal planning processes.

One focus area is increasing the consistency of student and family participation in advisory and decision-making opportunities. CCPA will continue using School Advisory Committee opportunities, ELAC engagement with adult English Learner students, student and family surveys, one-on-one teacher appointments, school events, WASC-related feedback opportunities, and Student Intervention Team processes to gather input. The goal is to ensure that students and families who may face barriers such as work schedules, transportation challenges, language needs, caregiving responsibilities, housing instability, or interrupted educational pathways have multiple accessible ways to provide feedback.

Another focus area is strengthening how input from workforce, community, and postsecondary partners is used to inform program decisions. CCPA will continue engaging workforce partners, community agencies, regional education partners, CA Job Challenge partners, and community college partners to gather feedback on college and career

readiness, dual enrollment, workforce alignment, student transition supports, and postsecondary pathways. This input will help CCPA make decisions that better support students' preparation for college, career, workforce training, military-connected pathways, or other postsecondary opportunities.

CCPA will also continue strengthening the use of educational partner input to support adult learners and underrepresented student groups. Input from staff, workforce partners, and regional education partners helped inform the reduced-credit diploma pathway for students age 19 and older. Moving forward, CCPA will continue gathering input on how this pathway is supporting engagement, retention, credit completion, graduation, and postsecondary transition for adult learners, including low-income students, English Learners, foster youth, and students with other barriers to completion.

A continued area for improvement is strengthening documentation and follow-up related to input and decision-making. CCPA will continue improving use of Aeries intervention tracking, Student Intervention Team documentation, alumni survey follow-up, and local data systems so staff can better monitor student needs, document interventions, identify patterns, and use feedback to guide decisions. This will help ensure that input is not only collected, but used to inform planning, implementation, and evaluation.

CCPA will also continue building the capacity of families and students to participate more meaningfully in decision-making. This includes providing clearer information about advisory opportunities, school supports, graduation pathways, English Learner supports, special education supports, wellness resources, and college and career options. By improving access to information and creating multiple opportunities for feedback, CCPA will strengthen inclusive decision-making and ensure that school planning reflects the needs and experiences of the students and families most directly impacted by its programs and services.

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.

CCPA will improve engagement of underrepresented families in Seeking Input for Decision-Making by continuing to provide multiple, accessible ways for students and families to share feedback and participate in school planning. During the self-reflection process, CCPA identified students and families who may face barriers to traditional engagement opportunities, including families of English Learners, low-income students, foster youth, students with disabilities, students experiencing homelessness, and adult learners who may be balancing school with work, caregiving responsibilities, transportation challenges, housing instability, or interrupted educational histories.

CCPA will continue using a variety of input opportunities to reach underrepresented students and families, including School Advisory Committee opportunities, ELAC engagement with adult English Learner students, student and family surveys, one-on-one teacher appointments, Student Intervention Team meetings, school events, WASC-related feedback opportunities, curriculum pilot feedback, email communication, phone outreach, and virtual or flexible participation options when available. These multiple entry points help ensure that students and families can provide input in ways that are accessible to their schedules, language needs, and circumstances.

CCPA will also continue strengthening outreach to adult learners and families who may be less connected to formal advisory structures. Input from staff, workforce partners, regional education partners, and partners connected to CA Job Challenge helped inform the reduced-credit diploma pathway for students age 19 and older. Moving forward, CCPA will continue seeking feedback on how this pathway supports engagement, retention, course completion, graduation, and postsecondary transition for underrepresented students.

To improve engagement in decision-making, CCPA will continue to use surveys, advisory opportunities, school meetings, and direct outreach to gather input on student supports, wellness needs, academic progress, graduation pathways, college and career readiness, and barriers to engagement. Staff will continue encouraging participation from students and families who may not regularly attend formal meetings by using direct communication through

teachers, the school counselor, Community Resource Specialist, clinician, paraeducators, support staff, and administrators.

CCPA will also strengthen documentation and follow-up through Aeries intervention tracking and Student Intervention Team processes. These systems will help staff identify students and families who may be less connected to school, document outreach and supports, monitor follow-up, and identify patterns that should inform program decisions. This will help ensure that input from underrepresented students and families is not only collected, but used to guide planning and continuous improvement.

These strategies will help CCPA improve engagement of underrepresented families by removing access barriers, offering multiple ways to provide input, strengthening culturally responsive communication, and connecting feedback to program decisions. CCPA will continue working to ensure that decision-making reflects the needs and experiences of the students and families most directly impacted by school programs and services.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

CCPA serves students ages 16–25 through a flexible independent study model designed for students who have disengaged from traditional school settings, are credit deficient, and are seeking to complete a high school diploma. Because many CCPA students are older youth and adult learners, CCPA administers a local school climate survey designed to reflect the needs, experiences, and context of its unique student population.

The local school climate survey annually captures student perceptions of school safety, school connectedness, engagement, access to support, wellness needs, and preparedness for future college and/or career pathways. Survey data are reviewed with other local and state data during LCAP development, staff planning, School Advisory Committee opportunities, WASC self-study activities, and continuous improvement discussions. When available and meaningful based on participation, CCPA reviews survey data and related local data by student group, including English Learners, low-income students, students with disabilities, students experiencing homelessness, foster youth, and other student groups identified in Education Code section 52052.

Current local climate survey data show both strengths and areas of need. Student perception of school safety remained positive overall, with 86.84% of students reporting that they feel safe while at school in 2025–26; however, this declined from the baseline of 94.4%. Student connectedness also declined, with 60.52% of students reporting “I feel connected to my school,” compared with the baseline of 80.3%. Student perception of preparedness for future college and/or career paths declined from 91% at baseline to 79.48% in 2025–26. These results indicate that while many students continue to report feeling safe, CCPA must strengthen school connectedness, wellness-based supports, and college/career readiness experiences.

CCPA used these data, along with educational partner input, to revise the 2026–27 LCAP. Planned actions include strengthening wellness-based engagement supports, developing wellness-supportive spaces and resources, expanding hands-on elective and enrichment opportunities, improving intervention tracking through Aeries, continuing direct clinician-led supports, and strengthening re-engagement and MTSS processes. These actions are intended to help students regulate stress, access support, reconnect to learning, and remain engaged in school.

The local climate survey continues to be an important tool for ensuring that student voice informs school planning. By reviewing safety, connectedness, wellness, and readiness data alongside educational partner input, CCPA is able to identify climate-related needs and adjust supports to better serve its high-need and underrepresented student population.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Analysis of CCPA's local school climate survey data shows both areas of strength and areas of need. A key strength is that most students continue to report feeling safe at school. In 2025–26, 86.84% of students reported that they feel safe while at school. This indicates that CCPA continues to maintain a generally positive and safe school climate, supported by one-on-one teacher-student relationships, access to support staff, wellness resources, and a flexible independent study model.

At the same time, the data show a need to strengthen student connectedness and readiness for postsecondary pathways. Student connectedness declined from 80.3% at baseline to 60.52% in 2025–26. Student perception of preparedness for future college and/or career paths also declined from 91% at baseline to 79.48%. These results indicate that while many students feel safe, CCPA must continue strengthening students' sense of belonging, connection to school, engagement in meaningful learning opportunities, and access to college and career readiness supports.

Local data and educational partner input also show that CCPA students often face barriers that affect engagement and school climate, including interrupted enrollment, credit deficiency, work schedules, caregiving responsibilities, housing insecurity, transportation challenges, wellness needs, and other life circumstances. These barriers are especially important for underrepresented student groups, including English Learners, low-income students, foster youth, students with disabilities, students experiencing homelessness, and adult learners.

In response to these findings, CCPA will continue strengthening wellness-based supports, direct clinician-led support, tiered re-engagement, MTSS, and Student Intervention Team processes. CCPA will also develop wellness-supportive spaces and resources so students have a place to regulate, reset, and reconnect to learning. These supports are intended to improve students' readiness to participate in instruction and strengthen their connection to school.

CCPA will also continue expanding hands-on elective and enrichment opportunities, college and career readiness activities, dual enrollment access, and postsecondary transition supports. These actions respond directly to the decline in student connectedness and college/career preparedness by helping students connect their coursework to future goals.

The local climate survey data continue to inform CCPA's LCAP planning and continuous improvement efforts. CCPA will use these findings to strengthen school climate, improve connectedness, expand wellness supports, and ensure that students—particularly underrepresented and high-need student groups—feel safe, supported, engaged, and prepared for graduation and postsecondary success.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

In response to the analysis of local climate survey data and educational partner input, CCPA has identified several changes and refinements to existing plans, procedures, and LCAP actions to address school climate needs and support continuous improvement.

One major area of focus is strengthening school connectedness and wellness-based supports. Local climate data showed that student connectedness declined from 80.3% at baseline to 60.52% in 2025–26, and student perception of school safety declined from 94.4% to 86.84%. In response, CCPA will strengthen wellness-based engagement supports, direct clinician-led supports, and wellness-supportive spaces or resources. These supports are intended to give students a place to regulate, reset, access support, and reconnect to learning.

CCPA will also strengthen tiered re-engagement and MTSS processes to identify students who are disengaged, not making adequate progress, or experiencing barriers to participation. Staff will continue using one-on-one teacher appointments, Student Intervention Team meetings, counseling support, clinician support, Community Resource Specialist support, and other coordinated interventions to connect students to academic, wellness, social-emotional, and basic needs resources.

A key procedural improvement for 2026–27 is the continued strengthening of Aeries intervention tracking. CCPA will use Aeries and related documentation systems to more consistently document outreach, interventions, Student Intervention Team referrals, and follow-up actions. This will improve staff ability to monitor which students are receiving supports, identify patterns in student needs, and determine whether additional or different supports are needed.

CCPA will also revise and strengthen engagement opportunities to improve students' connection to school and future pathways. This includes expanding hands-on elective and enrichment opportunities, continuing school events, supporting college and career readiness activities, and increasing access to dual enrollment and postsecondary transition supports. These actions respond to the decline in student perception of preparedness for future college and/or career paths, which decreased from 91% at baseline to 79.48% in 2025–26.

CCPA will continue implementing the reduced-credit diploma pathway for students age 19 and older as part of its broader MTSS and re-engagement strategy. This pathway supports adult learners who may be balancing school with work, caregiving, housing instability, transportation challenges, or other life circumstances, and provides a more accessible route to diploma completion while maintaining core academic requirements.

CCPA will also continue strengthening English Learner and Long-Term English Learner supports through ELD curriculum, staff development, language acquisition supports, and monitoring of reclassification and English Learner progress. These efforts support a more inclusive school climate by helping English Learners access instruction, participate more fully in school, and make progress toward graduation.

Together, these changes reflect CCPA's commitment to using student voice, local data, and educational partner input to guide continuous improvement. Through strengthened wellness supports, intervention tracking, re-engagement systems, hands-on learning opportunities, and postsecondary transition supports, CCPA will continue improving school climate so students feel safe, connected, supported, and prepared for graduation and future pathways.

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)

CCPA uses local course enrollment, master agreements, course contracts, student transcripts, CALPADS course completion data, Aeries records, counselor review, and teacher monitoring to track the extent to which all students have access to and are enrolled in a broad course of study. These tools are used to monitor access across CCPA's high school grade span, including unduplicated students, English Learners, low-income students, foster youth, students with disabilities, students experiencing homelessness, and other student groups served by the program.

CCPA maintained 100% access to and enrollment in a broad course of study in 2025–26. The course of study includes core academic content, electives, CTE-aligned options, ELD curriculum, college and career readiness opportunities, and access to dual enrollment through community college partnerships. Students work with teachers and the school counselor to review credit progress, graduation requirements, course needs, and postsecondary goals.

CCPA also uses i-Ready Reading and Math diagnostics, ELPAC data, CAASPP/SBAC and CAST participation and performance data when available, LMS progress data, and MTSS/intervention documentation to monitor academic progress and identify needed supports. Students with IEPs receive individualized supports and services aligned to their plans. These local measures help CCPA ensure that students have access to appropriate coursework, instructional materials, academic supports, and pathways toward graduation and college/career readiness.

- 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)

Using locally selected measures, CCPA determined that all students have access to and are enrolled in a broad course of study. In 2025–26, CCPA maintained 100% access to and enrollment in a broad course of study and 100% access to curriculum aligned with California State Content Standards. This access includes core academic courses, electives, CTE-aligned options, ELD curriculum, college and career readiness opportunities, and dual enrollment opportunities through community college partnerships.

Access is monitored through master agreements, course contracts, student transcripts, CALPADS course completion data, Aeries records, teacher monitoring, counselor review, and LMS progress data. These tools help ensure that students across CCPA sites, including unduplicated students, English Learners, students with disabilities, students experiencing homelessness, foster youth, and low-income students, have access to courses needed for graduation and postsecondary readiness.

No major differences in access to the broad course of study were identified across CCPA sites or student groups. However, CCPA continues to monitor differences in participation and outcomes, including dual enrollment, CTE completion, English Learner progress, and academic growth. Dual enrollment increased to 19.88% in 2025–26, but remains below the target, so CCPA will continue expanding community college partnerships and transition supports.

CCPA also supports access through the CA Job ChalleNge partnership with Long Beach City College, where students are dually enrolled in high school and college coursework. In 2026–27, CCPA will continue piloting a new online curriculum platform while maintaining access to the existing platform to ensure continuity of instruction and broad course access.

- 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)

CCPA has not identified major barriers in providing access to a broad course of study, as all students have access to core academic courses, electives, CTE-aligned options, ELD curriculum, college and career readiness opportunities, and standards-aligned instructional materials. However, CCPA has identified barriers that can affect students' ability to fully engage in and complete the full range of available coursework.

Many CCPA students enter the program credit deficient and have experienced interrupted educational pathways. Students, particularly adult learners, may also balance school with employment, caregiving responsibilities, housing instability, transportation challenges, food insecurity, wellness needs, and other life circumstances that affect consistent participation in instruction and coursework completion.

Another barrier is variation in student participation in expanded opportunities such as dual enrollment, CTE, electives, and college/career readiness activities. Dual enrollment increased to 19.88% in 2025–26, but remains below the target, showing the need to continue expanding partnerships and transition supports across sites.

Students with disabilities, English Learners, students experiencing homelessness, foster youth, and low-income students may require additional academic, language, social-emotional, wellness, or basic needs supports to fully access and benefit from the broad course of study. CCPA will continue using teacher monitoring, counselor review, MTSS, tiered re-engagement, Aeries intervention tracking, and community partnerships to identify barriers and connect students to appropriate supports.

4. 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)

In response to locally selected measures and educational partner input, CCPA has implemented and will continue implementing revisions to ensure all students have access to a broad course of study. CCPA will continue the reduced-credit diploma pathway for students age 19 and older, which provides adult learners with a more accessible route to diploma completion while maintaining core academic requirements. This pathway supports students who may be balancing school with employment, caregiving, housing instability, transportation challenges, or other life circumstances.

CCPA will also continue expanding access to dual enrollment, college and career readiness opportunities, CTE-aligned options, electives, and postsecondary transition supports. Dual enrollment increased to 19.88% in 2025–26, but remains below the target, so CCPA will continue strengthening community college partnerships and transition planning across sites.

To support curriculum access, CCPA will pilot a new online curriculum platform while maintaining access to the existing platform currently under contract. This allows continuity of instruction while staff evaluate standards alignment, usability, accessibility, instructional quality, and program fit. CCPA will also continue providing ELD curriculum, culturally responsive instructional materials, music curriculum, and other elective or CTE-aligned opportunities.

CCPA will strengthen MTSS, tiered re-engagement, Aeries intervention tracking, counselor review, teacher monitoring, and Student Intervention Team processes to identify students who need additional academic, language, wellness, or basic needs supports to fully access coursework. Students with IEPs will continue receiving individualized supports and services aligned to their plans.

CCPA will also provide targeted learning recovery support for CA Job ChalleNGe students, including evening academic support and vision exams, screenings, and eyeglass support to remove barriers to instructional access.

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.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
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.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
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.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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).					
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).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
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.					

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.					
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.					
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.					
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.					

June 17, 2026

Mailed Distributed at meeting

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ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 17, 2026
TO: Renee Hendrick, Deputy Superintendent
FROM: Dr. Sandra Lee, Associate Superintendent, Educational Services
SUBJECT: OCDE Annual Summary Report

BACKGROUND:

This annual report summarizes the continuous improvement supports that will be provided to Orange County districts and schools to implement Local Control Accountability Plans and technical assistance supports provided to identified school districts eligible for Differentiated Assistance as required by *Education Code 52066*.

RECOMMENDATION:

Information Item Only



Stefan Bean, Ed.D.
County Superintendent of Schools

Orange County Department of Education

2025-26

Annual Summary Report

[for 2026-27]



Local Context

Please provide a description of the County Office of Education (COE), its districts, students and communities and/or any local context or priorities/challenges that guide the COE work in these areas.

The following plan to support districts in implementing Local Control Accountability Plans (LCAPs) adheres to the provisions/requirements of California Education Code (EC) 52066 and will be submitted to the Board annually with the LCAP at the public meeting when the LCAP is adopted and shall be submitted to the California Department of Education (CDE) with the LCAP. This plan does not apply to a county superintendent of schools with jurisdiction over a single school district.

Orange County schools and districts serve approximately 422,351 students. Of that total, 48.5 percent are Hispanic or Latino, representing 204,712 students. White students, the second-largest group, comprise 21.8 percent, totaling 92,082 individuals, while Asian students make up 19.0 percent, with 80,348 students. Filipino students represent 2.1 percent, or 8,698 students. Black or African American students account for 1.3 percent, with 5,533 students. Other populations include Native Hawaiian or Pacific Islander students at 0.3 percent (1,326 students) and American Indian or Alaska Native students at 0.2 percent (822 students). Additionally, 5.5 percent (23,157 students) identify with two or more races, and 1.3 percent (5,673 students) did not report their race or ethnicity.

According to state data, 227,610 students are from low-income households, 77,765 are English learners, 61,404 are enrolled in special education, 31,712 are experiencing homelessness, and 1,692 are in foster care.

Summary

The Orange County Department of Education Superintendent of Schools will support all Orange County districts and schools (Level 1 supports) by:

- Bringing district teams together for shared learning and collaborative opportunities through various networks
- Providing training focused on curriculum and instruction, college and career readiness, and student supports
- Tailoring professional learning opportunities to meet district needs based on LCAP analysis
- Providing technical assistance to meet compliance and regulatory requirements
- Supporting strategic planning including comprehensive data analysis and interpretation to inform decision-making
- Guiding systemic implementation of MTSS and Community Schools
- Enhancing family and community engagement initiatives
- Supporting equity and inclusion through targeted programs and resources

The Orange County Department of Education Superintendent of Schools will support Orange County districts identified for differentiated assistance (Level 2 supports) by:

- Assisting districts with data analysis to understand root causes of lower levels of performance and disparities among significant student groups identified on the California School Dashboard

- Supporting the development of targeted action plans to enhance the performance of identified student groups
- Providing coaching support and technical assistance to help districts with implementation of their action plans

Orange County Charter Schools eligible for Differentiated Assistance based on the 2025 CA Dashboard release receive technical assistance services from the regional Geo-Lead, Riverside County Office of Education, per [Education Code section 47607.3\(a\)](#).

EC Section 52066, http://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=52066

Goal One: Approve all LCAPs.

LCAP Support: Completing the review of LCAPs submitted by school districts [EC Section 52070].

Goal 1 Component	Objective	Metric: Target/Evidence	Action
<p>LCAP Support <i>Completing the review of LCAPs submitted by school districts, Education Code 52070.</i></p>	<p>Provide training and technical assistance to support the planning and development of Local Control and Accountability Plans</p>	<p>District Participation in Training Sessions: Increase to 100% participation</p> <ol style="list-style-type: none"> 1. Attendance reports from LCAP training sessions 2. Session Agendas 3. Survey Results 	<ol style="list-style-type: none"> 1. Provide training sessions and resources for LCAP development on the following topics: <ul style="list-style-type: none"> • LCAP overview • Engaging educational partners • Goal types and requirements • LCAP metrics • Developing actions/services aligned to identified goals • Understanding the Increased/Improved Services section: Meeting the unique needs of unduplicated student groups • Goal Analysis Section/Tables • Equity Multiplier and LREBG funding requirements • Budget Overview for Parents • LCAP approval process • Local board adoption and posting requirements • Local Indicators

	Provide draft feedback to districts prior to adopted LCAP submission	<p>District Participation in Review Process: Maintain 100% participation</p> <ol style="list-style-type: none"> 1. OCDE LCAP Draft Review Tracking Log <p>LCAP Approval Timeline: Increase to 100% of districts meeting approval requirements with minimal revisions within two drafts prior to board adoption</p> <ol style="list-style-type: none"> 1. OCDE LCAP Draft Tracking Log 	<ol style="list-style-type: none"> 1. Provide individual working sessions to district LCAP directors (program/fiscal) to provide opportunity to answer/address questions or clarify requirements of each template section 2. Host bi-weekly, drop-in, virtual office hours to provide technical assistance throughout drafting period 3. Provide additional technical assistance as needed to district LCAP directors throughout the spring via email, Zoom and phone conferencing 4. Accept draft LCAPs for preliminary review prior to local board approval within an identified submission window (5/1-5/31); OCDE LCAP review team provides specific written feedback via the LCAP review checklists and Zoom conferences
Complete review and approval of all LCAPs	<p>Complete all LCAP final reviews by August 15: Maintain 100% LCAP review completion by deadline</p> <ol style="list-style-type: none"> 1. OCDE LCAP Draft Tracking Log <p>Complete and distribute LCAP Approval Letters on or before September 15: Maintain 100% distribution of approval letters by deadline</p> <ol style="list-style-type: none"> 1. Approval letter distribution list <p>Post and maintain all board-approved district and charter school LCAPs on the OCDE LCAP webpage: Maintain 100%</p> <ol style="list-style-type: none"> 1. OCDE LCAP webpage 	<ol style="list-style-type: none"> 1. Review board-approved LCAPs, ask clarifying questions as needed, resolve any remaining issues, and work with district leaders to ensure that all LCAPs are approvable by the County Superintendent 2. Officially approve local board-approved LCAPs and provide approval letters to local districts 3. Post links to all board-approved district and charter school LCAPs on the OCDE LCAP website 	

Goal Two: Utilize the cycle of continuous improvement to provide technical assistance to charter schools and districts based on need. Technical assistance is provided to LEAs who are identified as needing assistance as well as those that volunteer for assistance.

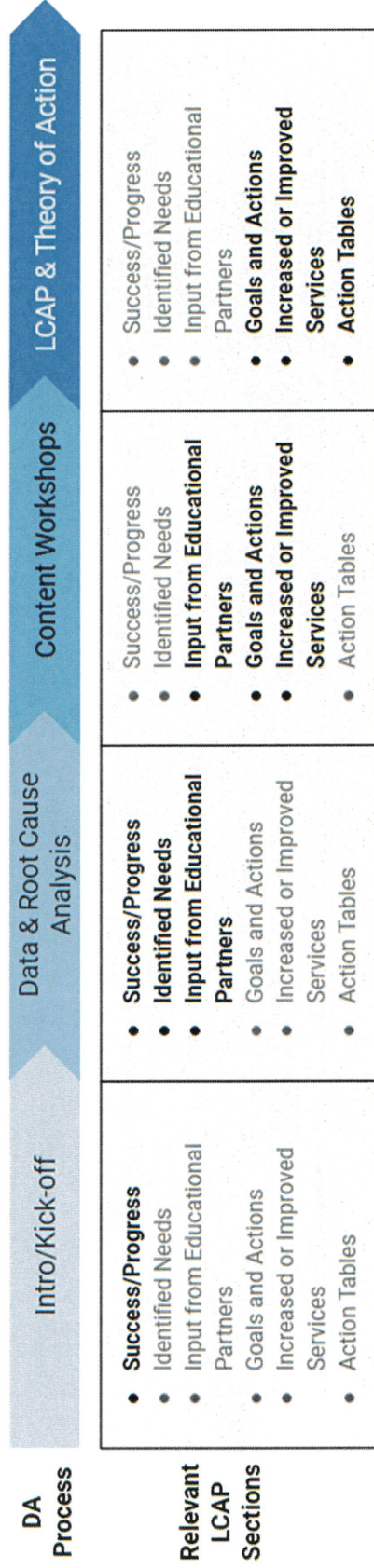
Technical Assistance: Providing technical assistance to school districts pursuant to subdivisions (a) and (b) of Ed Code 52071.

1. When the County Superintendent does not approve an LCAP.
2. When a district requests support.

OCDE utilizes the cycle of continuous improvement to support districts based on their own unique needs. In the event the County Superintendent does not approve an LCAP, the appropriate OCDE team (Educational Services/program and/or Business Services/fiscal) will engage with the LEA to make the necessary revisions to reach approvability status. When a district requests support, OCDE's Continuous Improvement team will engage with the LEA to conduct comprehensive data and root cause analyses, systems analysis, and continuous monitoring and evaluation of the effectiveness of programs, strategies, and services to ensure that the LEA meets the needs of its most vulnerable student groups.

EC Section 52071, http://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52071.&lawCode=EDC

Providing Differentiated Assistance: Providing technical assistance to school districts and charter schools pursuant to subdivision (c) of EC Section 52071.



Goal 2 Component	Objective	Metric: Target/Evidence	Action
<p>Technical Assistance: <i>Providing technical assistance to school districts pursuant to subdivision (c) Education Code 52071.</i></p>	<p>1. Provide technical assistance to school districts when the County Superintendent does not approve the LCAP</p>	<p>All districts will submit an approvable LCAP: Maintain 100% of district LCAPs approved</p> <ol style="list-style-type: none"> LCAP Draft Tracking Log 	<ol style="list-style-type: none"> Though this has never occurred in our county because of our successful LCAP coaching and support process, if we were to have a district in need of technical assistance due to an unapproved LCAP, we would continue to provide intensive LCAP coaching support until the LCAP was approvable.
	<p>2. Provide technical assistance upon request</p>	<p>All districts will be provided with information about Differentiated Technical Assistance and related COE supports upon request: Provide Technical Assistance to 100% of districts who request it</p> <ol style="list-style-type: none"> DA Kickoff Attendance Records DA Kickoff Agenda 	<ol style="list-style-type: none"> If a district that is not identified as eligible for Differentiated Assistance based on the CA Dashboard results requests technical assistance, we would invite them to participate in our Differentiated Assistance process (outlined in objectives 3-8).
	<p>3. Provide Differentiated Assistance initial meeting with teams from districts identified based on the CA Dashboard</p>	<p>All Orange County districts eligible for Differentiated Assistance will attend an initial meeting: Maintain 100% attendance of teams from DA-eligible districts at DA kickoff meeting</p> <ol style="list-style-type: none"> DA Kickoff Attendance Records District DA leadership team participants 	<ol style="list-style-type: none"> The OCDE Continuous Improvement team will schedule meetings with the district superintendent/designee and leadership team in each eligible district to discuss the Differentiated Assistance process and requirements, and review district and school-level outcome data.
	<p>4. Support districts with initial data analysis and identification of strengths and weaknesses.</p>	<p>All DA-eligible districts will participate in individual data analysis and root cause analysis meetings: Maintain 100% of DA-eligible districts complete data/root cause analysis sessions led by OCDE DA coaches</p> <ol style="list-style-type: none"> DA-eligible District Coaching Logs 	<ol style="list-style-type: none"> OCDE DA coaches will provide targeted professional learning on metrics, data analysis, and data visualization with each DA-eligible district. OCDE DA coaches will facilitate data analysis/root cause analysis sessions to identify areas of need related to district-level and school-level indicators and student group areas of focus.

	<p>5. Provide guidance to districts to identify improvement focus areas and evidence-based strategies and/or programs to address areas of need.</p>	<p>District leaders and teachers will participate in OCDE-sponsored professional learning sessions including content area consultation workshops, CA Dashboard Indicator-related professional learning series, coaching, and professional networks: Increase participation to 80% of districts attending one or more professional learning opportunity</p> <ol style="list-style-type: none"> 1. Professional Learning session attendance records 2. DA-funded coordinators' content session attendance records 3. OCDE-sponsored network meeting attendance records 	<ol style="list-style-type: none"> 1. OCDE content area/program leads will provide ongoing professional learning, consultation, and technical assistance to OC districts based on their identified focus areas. 2. OCDE's Continuous Improvement team will provide large-scale professional learning workshops/series related to each of the CA Dashboard indicator areas. 3. Continuous Improvement team will provide training/coaching to OCDE content managers and district teams on Improvement Science and Implementation Science strategies to foster capacity building and sustainability of continuous improvement systems.
	<p>6. Provide guidance to districts to develop theories of action related to identified priority areas which are then used to refine existing goals, actions, and/or develop new actions within the LCAP.</p>	<p>District teams will develop a theory of action related to their DA-eligibility indicator areas and use it as the basis of the required DA actions in their LCAP: Maintain 100% completion of theory of action/LCAP DA action development process for all DA-eligible districts</p> <ol style="list-style-type: none"> 1. Attendance records from data analysis sessions 2. Actions identified as added or refined within the LCAP 	<ol style="list-style-type: none"> 1. OCDE DA coaches will meet individually with eligible district teams to support the development of theories of action based on data analysis and provide guidance and resources to create/refine LCAP goals/actions/metrics.
	<p>7. Support monitoring and evaluation of LCAP actions developed to support improvement of the selected focus areas.</p>	<p>All DA-eligible districts will develop LCAP actions to address their areas of DA eligibility: Maintain 100% of DA-eligible districts including required DA actions in the LCAP</p> <ol style="list-style-type: none"> 1. Adopted LCAP 2. Qualitative and quantitative assessment data featured in LCAP metrics table 3. Survey data 	<ol style="list-style-type: none"> 1. OCDE DA coaches will provide monitoring and evaluation tools and resources, support districts with continuous progress monitoring of LCAP actions, and assist with identification of additional local metrics to measure progress, including street data, local academic assessments, survey data, etc.

	<p>8. Provide school-level implementation and support as requested.</p>	<p>OCDE District and School Improvement team will provide individualized support to schools eligible for technical assistance: Increase number of districts who request/approve support to schools eligible for CSI/ATSI/TSI by 20%</p> <ol style="list-style-type: none"> 1. SPSA workshop agendas 2. School-level- comprehensive needs assessment (quantitative and qualitative data) 3. Records of meeting sessions, agendas, etc. 	<ol style="list-style-type: none"> 1. OCDE will support school leaders in developing SPSAs aligned to the LCAP goals and meeting the requirements of CSI/ATSI, including: <ul style="list-style-type: none"> • Conducting comprehensive needs assessment • Identifying evidence-based interventions • Identifying and addressing resource inequities • Monitoring and evaluating programs • Map initiatives being implemented across sites
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EC Section 52071, http://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52071.&lawCode=EDC

Actions the school district(s) will take independent of the COE

Please provide a description of the actions the school district(s) will take independent of the COE to improve student outcomes.

Districts will implement the actions outlined in their LCAPs, with specific actions principally directed toward their Unduplicated Pupils.

For COEs who have Local Educational Agencies who meet the eligibility criteria under Ed Code 52072(a) [“Direct Technical Assistance” (DTA) supports]

N/A

Goal Three: Provide support for continuous improvement to all districts.

Other Support: Providing any other support to school districts and schools within the county in implementing the provisions of *EC Sections 52059.5-52077*.

Goal 3 Component	Objective	Metric/Evidence	Action
<p>Additional Support</p> <p><i>Providing any other support to school districts and schools within the county in implementing the provisions of Education Code 52059.5-52077.</i></p>	<p>1. Provide professional development offerings and technical assistance based on districts' and schools' needs.</p>	<p>Districts will attend OCDE-sponsored workshops related to academic, behavioral, and social-emotional student outcomes aligned to the CA MTSS Framework and Continuum of Support: Increase district participation in MTSS workshops by 20%</p> <p>1. Attendance records from professional development offerings, including workshop series, coaching opportunities, communities of practice, etc.</p> <p>2. Survey data</p>	<p>1. The OCDE MTSS team will offer all OC districts professional learning, customized support, and technical assistance aligned to the CA MTSS Framework and Continuum of Support. OCDE teams will design engaging and interactive content with evidence-based district and school-level resources and implementation tools.</p> <p>2. The Curriculum, Instruction and Academic Achievement, Career Education and Postsecondary Advancement, Integrated Student Supports, and Community Schools teams will provide consultation, professional learning, coaching, and customized technical assistance to districts and schools as requested within the areas of early learning services, humanities, multilingual education, STEM, college and career readiness, student services, and implementation of Community Schools.</p>
	<p>1. Provide opportunities for districts and schools to build collective capacity through network meetings.</p>	<p>District and site leaders will build their capacity to meet students' needs by participating in OCDE-sponsored professional networks: Increase district participation in professional networks by 20%</p> <p>1. Attendance records from OCDE network meetings</p>	<p>1. OCDE content specialists will enhance collaboration and knowledge sharing among district leaders by organizing monthly or quarterly network meetings focused on state and local updates on curriculum and instruction, accountability, assessment, and student services. The OCDE Educational Services teams facilitate these gatherings, offering structured opportunities for district educational leaders to share best practices and engage in</p>

Goal 3 Component	Objective	Metric/Evidence	Action
			collaborative learning, problem-solving, planning, and decision-making.

EC Sections 52059.5–52077,

https://leginfo.ca.gov/faces/codes_displayText.xhtml?division=4.&chapter=6.1.&part=28.&lawCode=EDC&title=2.&article=4.5

Collaboration

The Orange County Superintendent of Schools will collaborate with the California Collaborative for Educational Excellence (CCEE), the CDE, other county superintendents, Geographic Lead Agencies (Geo Leads), as well as System of Support (SOS) Lead Agencies to support school districts within the county in the following ways:

Actions	CCEE	CDE	County Superintendents	Geo Leads	SOS Leads
The Continuous Improvement team within the Educational Services division will participate in networks and regional workgroups to contribute to the development of systems of support, accountability, and continuous improvement.	-	-	LCAP Calibration Calls	CSI Workgroup, DA Workgroup, LCAP Workgroup, Data Workgroup	RELS

Instructions: Insert “Y” to indicate a collaborator or use “-” to signify N/A.

Budget - COE

Differentiated Assistance & LCAP Support Plan	24/25 Estimated Cost
LCAP: Staff salaries and benefits	\$985,601.30
Differentiated Technical Assistance and Additional Support	\$3,984,527.00
Total Estimated Cost	\$4,970,128.30

June 17, 2026

Mailed Distributed at meeting

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ORANGE COUNTY BOARD OF EDUCATION
BOARD AGENDA ITEM

DATE: June 17, 2026
TO: Renee Hendrick, Deputy Superintendent
FROM: David Giordano, Associate Superintendent, Administrative Services
SUBJECT: Education Protection Account Proposed Expenditures Including College and Career Preparatory Academy Charter

RECOMMENDATION:

Approve Resolution # 18-26 in accordance with regulations required under Proposition 30 and 55 regarding the Education Protection Account Proposed Expenditures for 2026-2027.

The monies received from the EPA shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the Orange County Department of Education.

DG:sh

**RESOLUTION OF THE BOARD OF EDUCATION ORANGE COUNTY, CALIFORNIA,
INCLUDING COLLEGE AND CAREER PREPARATORY ACADEMY**

EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the voters approved Proposition 55 on November 8, 2016, which extended the Proposition 30 temporary income tax increase on high income earners by twelve years through 2030;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the Orange County Department of Education;
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Orange County Department of Education has determined to spend the monies received from the Education Protection Act as attached.

DATED: _____, 2026.

Mari Barke
Orange County Board of Education

2026-27 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail
Orange County Department of Education

**Estimated Expenditures through: June 30, 2027 - Preliminary Budget
For Fund 01, Resource 1400 Education Protection Account**

Description	Function Codes	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR			
Adjusted Beginning Fund Balance	0000	9791-9795	0.00
Revenue Limit Sources	0000	8010-8099	223,130.00
Federal Revenue	0000	8100-8299	0.00
Other State Revenue	0000	8300-8599	0.00
Other Local Revenue	0000	8600-8799	0.00
All Other Financing Sources and Contributions	0000	8900-8999	0.00
Deferred Revenue	0000	9650	0.00
TOTAL AVAILABLE			223,130.00
EXPENDITURES AND OTHER FINANCING USES			
(Functions 1000-9999)			
Instruction	1000-1999		0.00
Teacher Salary	1000	1110	158,032.00
STRS	1000	3101	30,184.00
PERS	1000	3201	0.00
Medicare	1000	3313	2,291.00
Medical	1000	3451	27,240.00
Dental	1000	3453	1,285.00
Vision	1000	3455	544.00
State Unemployment	1000	3501	79.00
Workers Compensation	1000	3601	2,946.00
Life Insurance	1000	3951	66.00
Service Contract Audit	1000	5857	463.00
Instruction-Related Services			
Instructional Supervision and Administration	2100-2150		0.00
AU of a Multidistrict SELPA	2200		0.00
Instructional Library, Media, and Technology	2420		0.00
Other Instructional Resources	2490-2495		0.00
School Administration	2700		0.00
Pupil Services			
Guidance and Counseling Services	3110		0.00
Psychological Services	3120		0.00
Attendance and Social Work Services	3130		0.00
Health Services	3140		0.00
Speech Pathology and Audiology Services	3150		0.00
Pupil Testing Services	3160		0.00
Pupil Transportation	3600		0.00
Food Services	3700		0.00
Other Pupil Services	3900		0.00
Ancillary Services	4000-4999		0.00
Community Services	5000-5999		0.00
Enterprise	6000-6999		0.00
General Administration	7000-7999		0.00
Plant Services	8000-8999		0.00
Other Outgo	9000-9999		0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES			223,130.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)			0.00

2025-26 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail
Orange County Department of Education

Estimated Expenditures through: June 30, 2026 - Estimated Actuals
For Fund 01, Resource 1400 Education Protection Account

Description	Function Codes	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR			
Adjusted Beginning Fund Balance	0000	9791-9795	0.00
Revenue Limit Sources	0000	8010-8099	247,774.00
Federal Revenue	0000	8100-8299	0.00
Other State Revenue	0000	8300-8599	0.00
Other Local Revenue	0000	8600-8799	0.00
All Other Financing Sources and Contributions	0000	8900-8999	0.00
Deferred Revenue	0000	9650	0.00
TOTAL AVAILABLE			247,774.00
EXPENDITURES AND OTHER FINANCING USES			
(Functions 1000-9999)			
Instruction	1000-1999		0.00
Teacher Salary	1000	1110	170,928.00
STRS	1000	3101	0.00
PERS	1000	3201	45,826.00
Medicare	1000	3313	2,478.00
Medical	1000	3451	23,082.00
Dental	1000	3453	1,285.00
Vision	1000	3455	266.00
State Unemployment	1000	3501	85.00
Workers Compensation	1000	3601	3,186.00
Life Insurance	1000	3951	66.00
Service Contract Audit	1000	5857	572.00
Instruction-Related Services			
Instructional Supervision and Administration	2100-2150		0.00
AU of a Multidistrict SELPA	2200		0.00
Instructional Library, Media, and Technology	2420		0.00
Other Instructional Resources	2490-2495		0.00
School Administration	2700		0.00
Pupil Services			
Guidance and Counseling Services	3110		0.00
Psychological Services	3120		0.00
Attendance and Social Work Services	3130		0.00
Health Services	3140		0.00
Speech Pathology and Audiology Services	3150		0.00
Pupil Testing Services	3160		0.00
Pupil Transportation	3600		0.00
Food Services	3700		0.00
Other Pupil Services	3900		0.00
Ancillary Services	4000-4999		0.00
Community Services	5000-5999		0.00
Enterprise	6000-6999		0.00
General Administration	7000-7999		0.00
Plant Services	8000-8999		0.00
Other Outgo	9000-9999		0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES			247,774.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)			0.00

2026-27 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail
Orange County Department of Education
College & Career Preparatory Academy (CCPA)

Estimated Expenditures through: June 30, 2027 - Preliminary Budget
For Fund 01, Resource 1400 Education Protection Account

Description	Function Codes	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR			
Adjusted Beginning Fund Balance	0000	9791-9795	0.00
Revenue Limit Sources	0000	8010-8099	23,800.00
Federal Revenue	0000	8100-8299	0.00
Other State Revenue	0000	8300-8599	0.00
Other Local Revenue	0000	8600-8799	0.00
All Other Financing Sources and Contributions	0000	8900-8999	0.00
Deferred Revenue	0000	9650	0.00
TOTAL AVAILABLE			23,800.00
EXPENDITURES AND OTHER FINANCING USES			
(Functions 1000-9999)			
Instruction	1000-1999		0.00
Teacher Salary	1000	1110	16,879.00
STRS	1000	3101	3,224.00
PERS	1000	3201	0.00
Medicare	1000	3313	245.00
Medical	1000	3451	2,973.00
Dental	1000	3453	127.00
Vision	1000	3455	26.00
State Unemployment	1000	3501	8.00
Workers Compensation	1000	3601	315.00
Life Insurance	1000	3951	3.00
Service Contract Audit	1000	5857	0.00
Instruction-Related Services			
Instructional Supervision and Administration	2100-2150		0.00
AU of a Multidistrict SELPA	2200		0.00
Instructional Library, Media, and Technology	2420		0.00
Other Instructional Resources	2490-2495		0.00
School Administration	2700		0.00
Pupil Services			
Guidance and Counseling Services	3110		0.00
Psychological Services	3120		0.00
Attendance and Social Work Services	3130		0.00
Health Services	3140		0.00
Speech Pathology and Audiology Services	3150		0.00
Pupil Testing Services	3160		0.00
Pupil Transportation	3600		0.00
Food Services	3700		0.00
Other Pupil Services	3900		0.00
Ancillary Services	4000-4999		0.00
Community Services	5000-5999		0.00
Enterprise	6000-6999		0.00
General Administration	7000-7999		0.00
Plant Services	8000-8999		0.00
Other Outgo	9000-9999		0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES			23,800.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)			0.00

2025-26 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail
Orange County Department of Education
College & Career Preparatory Academy (CCPA)

Estimated Expenditures through: June 30, 2026 - Estimated Actuals
For Fund 01, Resource 1400 Education Protection Account

Description	Function Codes	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR			
Adjusted Beginning Fund Balance	0000	9791-9795	0.00
Revenue Limit Sources	0000	8010-8099	23,448.00
Federal Revenue	0000	8100-8299	0.00
Other State Revenue	0000	8300-8599	0.00
Other Local Revenue	0000	8600-8799	0.00
All Other Financing Sources and Contributions	0000	8900-8999	0.00
Deferred Revenue	0000	9650	0.00
TOTAL AVAILABLE			23,448.00
EXPENDITURES AND OTHER FINANCING USES			
(Functions 1000-9999)	Function Codes	Object Codes	
Instruction	1000-1999		0.00
Teacher Salary	1000	1110	16,058.00
STRS	1000	3101	3,067.00
PERS	1000	3201	0.00
Medicare	1000	3313	233.00
Medical	1000	3451	3,605.00
Dental	1000	3453	127.00
Vision	1000	3455	26.00
State Unemployment	1000	3501	8.00
Workers Compensation	1000	3601	321.00
Life Insurance	1000	3951	3.00
Service Contract Audit	1000	5857	0.00
Instruction-Related Services			
Instructional Supervision and Administration	2100-2150		0.00
AU of a Multidistrict SELPA	2200		0.00
Instructional Library, Media, and Technology	2420		0.00
Other Instructional Resources	2490-2495		0.00
School Administration	2700		0.00
Pupil Services			
Guidance and Counseling Services	3110		0.00
Psychological Services	3120		0.00
Attendance and Social Work Services	3130		0.00
Health Services	3140		0.00
Speech Pathology and Audiology Services	3150		0.00
Pupil Testing Services	3160		0.00
Pupil Transportation	3600		0.00
Food Services	3700		0.00
Other Pupil Services	3900		0.00
Ancillary Services	4000-4999		0.00
Community Services	5000-5999		0.00
Enterprise	6000-6999		0.00
General Administration	7000-7999		0.00
Plant Services	8000-8999		0.00
Other Outgo	9000-9999		0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES			23,448.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)			0.00

June 17, 2026

[X] Mailed [] Distributed at meeting

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ORANGE COUNTY DEPARTMENT OF EDUCATION**BOARD AGENDA ITEM**

DATE: June 17, 2026
 TO: Renee Hendrick, Deputy Superintendent
 FROM: David Giordano, Associate Superintendent, Administrative Services
 SUBJECT: Apportionment of Federal Forest Reserve Receipts

BACKGROUND:

Funds are received each year from the United States Government from forest reserves to be used by school districts of the County within or adjacent to a United States Forest Reserve. Section 2300 of the Education Code indicates that upon approval of the County Board of Education, the County Superintendent of Schools may retain 15% of the funds and shall apportion 85% of these funds to such school districts.

The following apportionment is based on the same proportion of land of the Cleveland National Forest that exists in the component district:

Capistrano Unified	2.80%	\$ 968.25
Orange Unified	31.52%	10,899.76
Rancho Santiago Community College	15.77%	5,453.34
South OC Community College	12.57%	4,346.76
Saddleback Valley Unified	22.34%	7,725.27
Orange County Department of Education	<u>15.00%</u>	<u>5,187.08</u>
Total	100.00%	\$ 34,580.46

RECOMMENDATION:

Approve apportionment of Federal Forest Reserve receipts in the amount of \$34,580.46

June 17, 2026

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ORANGE COUNTY BOARD OF Mailed Distributed at meeting

BOARD AGENDA ITEM

DATE: June 17, 2026
TO: Renee Hendrick, Deputy Superintendent
FROM: Darou Sisavath, Board Recording Clerk
SUBJECT: Superintendent Compensation

MEMORANDUM

As we review the County Superintendent’s salary for the upcoming school year I wanted to note a few items for the Board’s consideration.

- Dr. Bean has demonstrated continued success and implementation of the Superintendent’s 5-3-1 Strategic plan.
- Dr. Bean has successfully led the department since his appointment, which is reflected in his ability to run without a qualified opponent as County Superintendent and to receive more than 516,000 votes counted to date.

Superintendent Compensation Overview

Currently, the County Superintendent receives:

- **Base Salary:** \$336,600
- **Longevity** \$26,928
- **Total Compensation:** \$363,528
- **Vehicle allowance** \$20,000

Comparative Analysis

Class II Counties (Similar Enrollment Size)

County	Base Salary	Car Allowance
Santa Clara	\$414,000	\$1,000
San Diego*	\$388,632	
Fresno	\$377,761	-
San Bernardino	\$366,930	\$7,800
Alameda	\$362,789	Reimbursed Mileage

County	Base Salary	Car Allowance
Riverside	\$369,806	-
Orange	\$363,528	\$20,000
Kern County	\$355,945	-
San Diego*	salary for 2026-27 \$408,060	

Orange County District Superintendents

Dr. Bean currently ranks **14th** among superintendents in Orange County. Notably, this list includes **three interim superintendents**; once those roles are permanently filled and compensation finalized, Dr. Bean's ranking is likely to drop further.

- **Highest Base Salary Reported:** \$427,122
- **Highest Total Compensation Reported:** \$436,122

Recommendations

To ensure the Superintendent's salary remains competitive and aligns with the organization's compensation goals, we recommend the following adjustment.

- **Increase base salary by 10%, to 12%**, positioning the Superintendent within the top 1/3 among comparable counties and districts.
- Increasing the base salary by 10% will move him to the top 1/3 but that is before other districts give salary increases for the 2026-27 year.
- In the past year we have successfully moved all bargaining unit groups, supervisory and management teams, to the top 1/3 of salaries in the county and the Superintendent should have comparable compensation.

ORANGE COUNTY BOARD OF EDUCATION
BOARD AGENDA ITEM

Item: Staff Recommendations #17

June 17, 2026

Mailed Distributed at meeting

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DATE: June 17, 2026
TO: Renee Hendrick, Deputy Superintendent
FROM: Aracely Chastain, Executive Director, Charter Schools Unit
SUBJECT: Notice of Intent to Revoke – Explore Academy Charter School

DESCRIPTION:

On February 2, 2026, the Orange County Board of Education approved a Notice of Violation and Opportunity to Cure for Explore Academy Charter School pursuant to Education Code section 47607 and Title 5, California Code of Regulations section 11968.5.2. The Notice of Violation identified concerns related to fiscal mismanagement and provided the charter school an opportunity to remedy the identified violations.

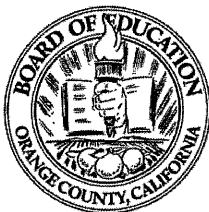
The charter school was given a remedy period through May 15, 2026, to submit a written response and supporting documentation. Following review of the charter school's response and supporting materials, Orange County Department of Education staff determined that substantial evidence exists that the charter school failed to refute or remedy the violations identified in the Notice of Violation.

Approval of the attached Notice of Intent to Revoke and Notice of Facts in Support of Revocation would continue the statutory revocation process pursuant to Education Code section 47607 and Title 5, California Code of Regulations section 11968.5.2.

If approved, the Orange County Board of Education will hold a public hearing on July 8, 2026, to determine whether substantial evidence exists to revoke the charter. Following the public hearing, the Board may take action to revoke or decline to revoke the charter pursuant to Education Code section 47607.

RECOMMENDATION:

Approve the Notice of Intent to Revoke and Notice of Facts in Support of Revocation for Explore Academy Charter School and direct staff to continue revocation proceedings pursuant to Education Code section 47607 and Title 5, California Code of Regulations section 11968.5.2.



NOTICE OF INTENT TO REVOKE

Pursuant to Education Code section 47607 and
Title 5, California Code of Regulations section 11968.5.2

**THIS PROPOSED NOTICE OF INTENT TO REVOKE
WILL BE CONSIDERED BY THE ORANGE COUNTY BOARD OF EDUCATION
AT ITS JUNE 17, 2026 MEETING AND, IF APPROVED, WILL
BECOME EFFECTIVE UPON BOARD APPROVAL**

Date: June 17, 2026

To: ExploreK12 dba Explore Academy Charter School

From: Orange County Board of Education

**Re: Notice of Intent to Revoke and Notice of Facts in Support of Revocation
(Education Code section 47607)**

I. INTRODUCTION

Pursuant to Education Code section 47607 and Title 5, California Code of Regulations section 11968.5.2, this Notice of Intent to Revoke and Notice of Facts in Support of Revocation is issued by the Orange County Board of Education (the "Board") to ExploreK12, the nonprofit public benefit corporation operating Explore Academy Charter School ("Explore").

II. PUBLIC HEARING

The Orange County Board of Education will hold a public hearing concerning the proposed revocation of Explore's charter on:

July 8, 2026

**Orange County Department of Education, Boardroom
200 Kalmus Drive, Costa Mesa, CA 92626**

At the hearing, the Board will consider whether substantial evidence exists to revoke Explore's charter pursuant to Education Code section 47607. In lieu of the foregoing, Explore may surrender its charter, in writing, no later than July 1, 2026, which will be deemed irrevocable upon receipt by the Orange County Department of Education.

If you have any questions, please contact Aracely Chastain, Executive Director, Charter Schools Unit, by email at achastain@ocde.us or Renee Hendrick, Deputy Superintendent, by email at rhendrick@ocde.us.

III. LEGAL AUTHORITY

Education Code section 47607(f) authorizes a chartering authority to revoke a charter if the charter authorizer finds, through a showing of substantial evidence, that the charter school did any of the following:

- Committed a material violation of any of the conditions, standards, or procedures outlined in the charter;
- Failed to meet or pursue any of the pupil outcomes identified in the charter;
- Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement; or,
- Violated any law.

Before revocation, the chartering authority shall notify the charter school of any violation of this section and give the charter school a reasonable opportunity to remedy the violation. (EC 47607(g)). Pursuant to 5 CCR 11968.5.2, upon conclusion of the remedy period, the chartering authority shall evaluate the charter school's response to the Notice of Violation and any supporting evidence submitted and, within 60 calendar days, take one of the following actions:

- If the chartering authority has substantial evidence that the charter school has failed to refute or remedy a violation identified in the Notice of Violation, continue revocation proceedings by issuing a Notice of Intent to Revoke; or
- Discontinue revocation proceedings and provide timely written notice of such action to the charter school.

“Substantial evidence” is “relevant evidence that a reasonable mind might accept as adequate to support a conclusion ... Such evidence must be reasonable, credible, and of solid value.”¹

If the chartering authority issues a Notice of Intent to Revoke, it must hold a public hearing, in the normal course of business, within 30 days of providing that notice to determine whether evidence exists to revoke the charter. (EC 47607(h)). Following the public hearing, the chartering authority must issue a final written decision to revoke or decline to revoke the charter within 30 days, unless extended by mutual agreement for an additional 30 days. Any decision to revoke must be supported by written factual findings, specific to the charter school, and supported by substantial evidence. (EC 47607(h)).

¹ (*California Youth Authority v. State Personnel Bd.*, 104 Cal.App.4th 575, 584–585 and *Carrasco v. State Pers. Bd.*, 70 Cal. App. 5th 117, 136, (2021)).

IV. FACTUAL FINDINGS

A. Background and Procedural History

1. On October 6, 2021, the Board authorized Explore to operate as a countywide charter school for an initial term of July 1, 2022, to June 30, 2027.
 - a. In its petition for a countywide charter, Explore represented that a countywide charter was necessary to support the operation of multiple permanent facilities for instruction. To date, Explore has only opened one school-site/facility for instruction.
 - b. Explore commenced operations in the third year of its initial term during the 2024-25 school year.
 - c. The initial charter term of July 1, 2022, through June 30, 2027, was revised to June 30, 2028, due to state-mandated extensions.
2. On February 2, 2026, the Board issued a Notice of Violation and Opportunity to Cure (“Notice of Violation” or “NOV”). The Notice of Violation, including all supporting exhibits, is incorporated herein by reference as **Exhibit A**.
3. The violations supporting revocation are set forth in the Notice of Violation and incorporates prior oversight action, including Notices of Concern issued by the Charter Schools Unit of the Orange County Department of Education (“OCDE”) and the independent findings of the Fiscal Crisis and Management Assistance Team (“FCMAT”).
4. OCDE issued Notices of Concern (“NOC”) on April 14, 2025, June 11, 2025, and November 3, 2025, identifying deficit spending, negative fund balances, failure to meet minimum reserve standards, and concerns regarding materially overstated enrollment and Average Daily Attendance (“ADA”) projections used to support budgeted revenues. (*See Exhibit A*).
 - a. The Notices of Concern directed Explore to submit a fiscal stabilization plan, revised multi-year projections, and a fiscal recovery plan demonstrating restoration of reserves.
 - b. However, financial reports, projections, and documentation submitted after the Notices of Concern were issued continued to reflect the fiscal, operational, and reporting deficiencies identified in the Notices of Concern.
5. In June 2025, OCDE and FCMAT entered into an agreement for FCMAT to conduct an independent fiscal and operational review of Explore. FCMAT issued its final report on October 24, 2025, following a review of Explore’s adopted budget, multi-year financial projections, business services operations, human resources practices, internal controls, and overall fiscal condition. (*See Exhibit A*). The FCMAT Report generally confirmed and expanded upon the concerns previously identified by OCDE in the Notices of Concern.

6. FCMAT identified significant concerns regarding Explore’s fiscal stability and operational viability, including:
 - a. Persistent structural deficits and severe cash flow instability;
 - b. Unrealistic enrollment and revenue assumptions;
 - c. Declining enrollment despite substantial recruitment expenditures;
 - d. Inadequate internal controls, including the absence of a purchase order system and ineffective cash flow monitoring;
 - e. Staffing levels misaligned with enrollment and available funding;
 - f. Significant organizational turnover and reliance on outside consultants for core operational functions; and
 - g. Returned payments for insufficient funds and substantial risk to ongoing operations.

7. The NOV notified Explore regarding violations of fiscal mismanagement, including:
 - a. Persistent structural deficits and failure to maintain adequate reserves,
 - b. Unreasonable reliance on enrollment and revenue assumptions inconsistent with verified data,
 - c. Cash flow instability and debt dependency; and,
 - d. Absence of basic fiscal controls.

8. The NOV provided Explore with a reasonable opportunity to refute or remedy each identified violation by submitting a written response and supporting evidence no later than May 15, 2026. The period between issuance of the NOV on February 2, 2026, and the May 15, 2026 response deadline constituted the “Remedy Period.”

9. The NOV also identified remedial actions reasonably related to the violations and advised Explore to submit the following:
 - a. Board resolution certifying the accuracy and completeness of all information submitted;
 - b. Fiscal stabilization and recovery plan;
 - c. Revised multi-year financial projections based on verified enrollment;
 - d. Enrollment stabilization plan; and,
 - e. Documentation demonstrating implementation of internal fiscal controls.

B. Explore’s Response to NOV

10. On May 14, 2026, Explore’s governing board certified the accuracy and completeness of all submitted information in response to the Notice of Violation at a duly noticed meeting.

11. On May 15, 2026, Explore submitted its written response to the Notice of Violation via email (“NOV Response”). Explore’s NOV Response is incorporated herein by reference as **Exhibit B**.

12. The NOV Response was submitted via email as eight (8) separate attachments:

Attachment Submitted by Explore	Description of Submitted Materials
1. Final Response letter to OCDE Notice of Violation.pdf	Final Response Letter to OCDE Notice of Violation dated May 14, 2026 (“Response Letter”)
2. Fiscal Recovery Plan.docx	Explore Academy: Fiscal Recovery Plan adopted November 19, 2025 (“Fiscal Recovery Plan”) Explore Academy Enrollment and Staffing Plan adopted November 19, 2025 (“Enrollment and Staffing Plan”)
3. Explore Academy Forecast_March Financial Package_23April2026(3).pdf	Charter Impact’s Explore Academy Financial Presentation – Monthly Finance Update: Financials through March 31, 2026” (“Financial Presentation”)
4. Notice of Violation back up documents.pdf	Notice of Violation Back Up Documents (“NOV Back Up Documents”)
5. FY25-26 Cash Flows_Explore Academy_thru31Mar2026(2).xlsx	Explore Academy FY2025–26 Monthly Cash Flow Forecast through March 31, 2026 (“March 2026 Monthly Cash Flow Report”)
6. Celebration Education Contract.pdf	Celebration Education Service Agreement (“Celebration Education Agreement”)
7. Master Agreement for IA Subs.pdf	Explore Academy At-Will Substitute Instructional Assistant Employment Agreement (“Substitute IA Agreement”)
8. Angie Cano Employee Contract.pdf	Angie Cano At-Will Employment Agreement (“Angie Cano Employment Agreement”)

13. The Response Letter indicated that additional documents were uploaded to Reportwell and emailed to the OCDE Fiscal Oversight Team and Charter Schools Unit Coordinator, including: ExploreK12 2024 Tax Returns and Explore’s May 4, 2026, Special Board Meeting Agenda and audio file.

14. The NOV Response attachment described as “Notice of Violation Backup Documents” contained 50 pages that consisted of the following:
- a. Audit engagement agreement with Christy White dated March 19, 2026;
 - b. Special Education Comprehensive Services Proposal dated April 3, 2026;
 - c. Explore Academy Time and Effort Policy and Procedures (Undated);
 - d. Multitudes Terms and Conditions for California Public Schools Agreement with the UCSF Multitudes Program, effective June 30, 2025;
 - e. Independent Services Agreement for speech therapy services with Edlogical, dated March 1, 2026; and
 - f. FY26-27 Budget Scenario Planning Spreadsheets.

C. Structural Deficit and Insolvency

15. On June 24, 2024, Explore reported beginning the 2024-25 fiscal year with a negative beginning balance due to a structural deficit of **\$(307,911)**.
16. For the 2024–25 fiscal year, based on Explore’s adopted budget, first interim report, second interim report, and unaudited actuals report, Explore’s structural deficit worsened throughout the school year:

2024-25	Adopted Budget	1st Interim	2nd Interim	Unaudited Actuals	Audit Report
Revenues	\$2,834,838	\$2,354,580	\$2,311,316	\$1,966,380	\$2,096,669
Expenditures	\$2,796,400	\$2,334,717	\$2,524,998	\$2,484,425	\$2,572,769
Surplus/ (Deficit)	\$38,438	\$19,863	\$(213,682)	\$(518,045)	\$(476,100)
Beginning Fund Balance*	\$(307,911)	\$(305,722)	\$(305,722)	\$(302,274)	\$(302,274)
Ending Fund Balance	\$(269,473)	\$(285,859)	\$(519,404)	\$(820,320)	\$(778,374)

*Estimated at budget adoption

17. Multi-year financial projections submitted by Explore with the 2024–25 Second and Third Interim reports do not project restoration of a positive ending fund balance or minimum recommended reserve levels at any point within the projection period through fiscal year 2026-2027.

18. On June 30, 2025, Explore reported a greater structural deficit than the previous year with an estimated beginning balance of **\$(449,658)** for the 2025-26 fiscal year.

19. For the 2025-26 fiscal year, based on Explore’s adopted budget, first interim report, and second interim report, Explore’s projected operating surplus significantly diminished throughout the school year:

2025-26	Adopted Budget	1st Interim	2nd Interim
Revenues	\$2,471,880	\$1,722,021	\$1,670,177
Expenditures	\$2,207,394	\$1,675,096	\$1,647,818
Surplus/(Deficit)	\$264,486	\$46,925	\$22,359
Beginning Fund Balance*	\$(449,658)	\$(751,315)	\$(778,374)
Ending Fund Balance	\$(185,171)	\$(704,390)	\$(756,015)

*Estimated at budget adoption and first interim / audited beginning fund balance at 2nd interim

20. **2024-25 and 2025-26 Facilities.** Explore and the Orange Unified School District (“OUSD”) entered into a First Amended and Restated License Agreement permitting Explore to use a portion of OUSD’s Peralta School Site, located at 2190 Canal Street in Orange, California (“Peralta Site”), for operation of Explore’s educational program (“License Agreement”). The License Agreement is incorporated herein by reference as **Exhibit C**.

- a. The License Agreement provides that Explore’s use of the Peralta Site commenced on July 25, 2023, and expires on June 30, 2026, unless earlier terminated pursuant to its terms.
- b. In a letter dated May 27, 2026 (“OUSD Letter”), OUSD advised Explore that:
 - i. Explore’s right to use the Peralta Site expires on June 30, 2026, and Explore has no entitlement to continue occupying the site beyond that date. The OUSD Letter is incorporated herein by reference as **Exhibit D**.
 - ii. OUSD also indicated that it had determined that Explore was not eligible for use of District facilities under Proposition 39 for the 2026–27 school year.

21. **2026-27 Facilities.** As of the close of the Remedy Period, Explore had not identified an alternative facility for the 2026–27 school year. Explore’s NOV Response did not identify an alternative facility, provide cost estimates for relocation, analyze the fiscal impact of securing a replacement site, or demonstrate that projected enrollment can be accommodated elsewhere.

22. **Explore’s Most Recent Multiyear Financial Projections.** After issuance of the NOV on February 2, 2026, Explore submitted its Second Interim Report for the 2025–26 fiscal year on March 15, 2026. The Second Interim Report included multiyear financial projections through the 2027–28 fiscal year (“2025–26 Second Interim MYP”).

23. Explore did not separately submit revised multiyear financial projections in response to the NOV. Accordingly, the 2025–26 Second Interim MYP represents the most recent multi-year financial projection submitted by Explore.

24. **2025–26 Second Interim MYP.** The 2025-26 Second Interim Report reflects the following:

- a. **Static Certificated Staffing Levels.** Explore accounted for only five (5) certificated teachers for each projected fiscal year despite projected enrollment growth each year:

School Year	Student Enrollment	Certificated Teachers
2025-26	73	5
2026-27	105	5
2027-28	130	5

- b. **Facility Cost Assumptions.** The 2025–26 Second Interim MYP projected facility cost increases to Explore's existing facility arrangement with OUSD based on enrollment growth and inflationary adjustments. However, the submitted projections do not identify a replacement facility or evaluate the potential costs associated with securing and operating a replacement facility following expiration of Explore's License Agreement with OUSD on June 30, 2026:

School Year	Facility Costs
2025-26	\$115,810
2026-27	\$168,932
2027-28	\$214,239

- c. **Negative Ending Fund Balance.** The 2025–26 Second Interim MYP projects negative ending fund balances in each projected fiscal year through the 2027-28 school year:

School Year	Projected Ending Fund Balance
2025-26	\$(756,015)
2026-27	\$(734,320)
2027-28	\$(520,085)

D. Unreasonable and Unsupported Enrollment and Revenue Assumptions

- 25. The 2024–25 Adopted Budget (June 24, 2024) projected enrollment of 170 students. Verified enrollment as of Census Day (October 2, 2024) was 122 students. Explore over-projected by 48 students.
- 26. The 2025–26 Adopted Budget (June 30, 2025) projected enrollment of 150 students. Verified enrollment as of Census Day (October 1, 2025) was 73 students. Explore over-projected by 77 students.
- 27. **November 19, 2025 Explore Approval of Enrollment and Staffing Plan.** Explore held a special board meeting on November 19, 2025. The agenda included Action Item No. 4.5, “Review Staffing Ratio Tied to Enrollment.”
 - a. During discussion of that item, Explore’s consultant stated that projected enrollment growth from 73 to 105 students represented “the addition of 32 students, and one teacher.”
 - b. On December 19, 2025, Explore provided OCDE with the board approved Enrollment and Staffing Plan that had been reviewed and approved at the November 19, 2025 meeting (“November 2025 Enrollment and Staffing Plan”).
 - c. The November 2025 Enrollment and Staffing Plan projects six (6) certificated teachers for the 2026-27 school year, based on a ratio of eighteen (18) students per certificated teacher.
 - d. The November 2025 Enrollment and Staffing Plan is dated November 18, 2025, and is incorporated herein by reference as **Exhibit E**.
- 28. **NOV Response-Enrollment and Staffing Plan.** The NOV Response included an attachment titled, “Fiscal Recovery Plan,” which consisted of two separate documents:
 - a. Fiscal Recovery Plan that indicated it was adopted on November 19, 2025; and
 - b. Enrollment and Staffing Plan that also indicated it was adopted by Explore on November 19, 2025 (“NOV Response-Enrollment and Staffing Plan”).

29. Inconsistencies Between Enrollment and Staffing Plans.

- a. Explore has represented that both the November 2025 Enrollment and Staffing Plan submitted to OCDE on December 19, 2025 and the NOV Response-Enrollment and Staffing Plan submitted on May 14, 2026 were reviewed and approved by Explore's governing board on November 19, 2025.
- b. The November 2025 Enrollment and Staffing Plan reflects:
 - i. A staffing ratio of eighteen (18) students per certificated teacher for the 2026–27 school year; and
 - ii. Six (6) certificated teachers for projected enrollment of 105 students.
- c. The NOV Response-Enrollment and Staffing Plan reflects:
 - i. A staffing ratio of twenty (20) students per certificated teacher for the 2026–27 school year; and
 - ii. Five (5) certificated teachers for the 2026–27 school year.
 - iii. However, application of the stated staffing ratio to projected enrollment of 105 students supports six (6) certificated teachers rather than the five (5) certificated teachers reflected in the plan. As a result, the projected staffing level is internally inconsistent with the staffing ratio identified in the plan.
- d. The NOV Response does not explain or identify any amendment to the November 2025 Enrollment and Staffing Plan or any subsequent board action approving the differing staffing assumptions reflected in the NOV Response-Enrollment and Staffing Plan.

30. Enrollment Projections Submitted with the NOV Response. The NOV Response included two separate breakdown to support its enrollment projections that were included in: (1) the Response Letter and (2) the NOV Response-Enrollment & Staffing Plan.

- a. The Response Letter projects enrollment of 105 students for the 2026–27 school year and 132 students for the 2027–28 school year, with the following breakdown:

	2025-26	2026-27	2027-28
TK	11	11	10
K	10	14	15
1	12	14	15
2	15	12	15
3	5	17	18
4	8	7	15
5	11	9	10
6	5	12	14
7	3	6	12
8	0	4	8
Total	80	105*	132

- b. The NOV Response-Enrollment & Staffing Plan projects enrollment of 105 students for the 2026–27 school year and 130 students for the 2027–28 school year:

	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
TK	10	11	10	10	10	10
K-3	37	57	45	60	60	60
4-6	23	28	40	45	45	45
7-8	3	10	35	35	35	35
9-12	0	0	0	10	20	30
Total Enrollment	73	105*	130	160	170	180

- c. Both documents contain calculation errors for the 2026–27 school year. The grade-level enrollment figures identified in each document total **106 students** rather than the stated enrollment of 105 students.
- d. The Response Letter and Enrollment & Staffing Plan also project different total enrollment figures for the 2027–28 school year. The Response Letter projects 132 students, while the Enrollment & Staffing Plan projects 130 students.

31. In the Response Letter, Explore stated: “Explore Academy has registered 105 students for SY2026-27. Parents have completed the applications, and information has been entered in PowerSchool for SY2026-27. In the summer we will ensure all documents have been received and filed in the student's cumulative files folder and CUMM requests will be sent to the student's current school of record. The recruitment team will continue to recruit until the first day of class (August 19, 2026) to enroll more students. We want to ensure Explore Academy meets the 105-student enrollment that was Board approved and reflected on the SY2025-2026 Interim Budget.”

32. No enrollment records were submitted with the NOV Response by the end of the Remedy Period. On May 19, 2026, OCDE requested access to the registration records. On May 21, 2026, OCDE received registration applications submitted by Explore in support of its claim that 105 students had registered for the 2026–27 school year and found the following:

- a. Explore submitted 102 completed registration forms.
 - i. Seventy-six (76) registration forms were associated with current Explore students indicating an intent to reenroll for the 2026–27 school year.
 - ii. Twenty-six (26) registration forms were associated with students not currently enrolled at Explore.
- b. The registration forms varied in content and format and were not uniformly complete. Multiple forms did not contain completed or signed records request forms.

33. OCDE reviewed a sample of approximately twenty-five percent (25%) of the registration forms submitted by new students and found that parents generally confirmed that they completed the registration forms, but several indicated that they had not yet made a final commitment regarding enrollment at Explore for the 2026–27 school year.

E. Cash Flow Insolvency, Liquidity Risk, and Debt Dependency

34. Cash flow projections submitted by Explore with the 2024–25 Second Interim Report reflect a negative cash balance at the end of February 2025 and less than one day of cash on hand at the end of March 2025.
35. An analysis of the cash flow projections submitted with the 2025–26 Preliminary Budget reflects negative cash balances beginning in March 2026 and continuing through the end of the fiscal year.
36. On May 21, 2024, Explore approved the issuance of \$750,000 in revenue bond financing through Herbert J. Sims & Co. (“HJ Sims”). On June 13, 2024, Explore executed a promissory note with EAOC Funding I, LLC as lender in connection with the financing transaction (“HJ Sims Promissory Note”). The HJ Sims Promissory Note is incorporated herein by reference as **Exhibit F**.
37. Explore received proceeds under the HJ Sims Promissory Note on June 14, 2024. Explore reported that approximately \$250,000 of the loan proceeds were used to repay prior obligations owed to a private lender and SMART Management, a former service provider to the school.
38. The HJ Sims Promissory Note included the following terms:
 - a. Interest accrues on the outstanding principal balance at a rate of 10% annually.
 - b. Failure to make required payments may result in an increase in the applicable interest rate by an additional 2% above the stated interest rate.
 - c. All unpaid principal and accrued interest become due and payable no later than June 1, 2029.
 - d. Repayment schedule requires:
 - i. Interest payments made quarterly throughout the term of the loan.
 - ii. Principal payments of \$100,000 due on May 25, 2026, May 25, 2027, and May 25, 2028, with a final principal payment of \$450,000 due on May 25, 2029.
 - e. The NOV Response included a check register reflecting a payment of \$6,250 on March 26, 2026, described as “HJ Sims Loan – Interest – 03/26.”

Loan Payment Schedule				Applied to Bonds on
Payment Date	Principal	Interest	Total	
11/25/2024	-	35,000.00	35,000.00	12/1/2024
2/25/2025	-	18,750.00	18,750.00	3/1/2025
5/25/2025	-	18,750.00	18,750.00	6/1/2025
8/25/2025	-	18,750.00	18,750.00	9/1/2025
11/25/2025	-	18,750.00	18,750.00	12/1/2025
2/25/2026	-	18,750.00	18,750.00	3/1/2026
5/25/2026	100,000.00	18,750.00	118,750.00	6/1/2026
8/25/2026	-	16,250.00	16,250.00	9/1/2026
11/25/2026	-	16,250.00	16,250.00	12/1/2026
2/25/2027	-	16,250.00	16,250.00	3/1/2027
5/25/2027	100,000.00	16,250.00	116,250.00	6/1/2027
8/25/2027	-	13,750.00	13,750.00	9/1/2027
11/25/2027	-	13,750.00	13,750.00	12/1/2027
2/25/2028	-	13,750.00	13,750.00	3/1/2028
5/25/2028	100,000.00	13,750.00	113,750.00	6/1/2028
8/25/2028	-	11,250.00	11,250.00	9/1/2028
11/25/2028	-	11,250.00	11,250.00	12/1/2028
2/25/2029	-	11,250.00	11,250.00	3/1/2029
5/25/2029	450,000.00	11,250.00	461,250.00	6/1/2029

39. On April 23, 2026, EAOC Funding I, LLC issued a letter consenting to Explore’s request for a temporary suspension of monthly principal installments from June 1, 2026, through May 1, 2027 (“HJ Sims Letter”). The HJ Sims Letter is incorporated herein by reference as **Exhibit G**.
- a. The HJ Sims Letter states that the monthly principal installments were made pursuant to a separate arrangement established via email. OCDE does not have a copy of that correspondence.
 - b. The temporary suspension did not apply to the mandatory \$100,000 principal payment due May 25, 2026, which remained due in full.
 - c. Regular interest payments under the loan were required to continue during the suspension period.
 - d. The HJ Sims Letter provides that principal amounts deferred during the suspension period remain due no later than May 25, 2027.
40. On June 1, 2026, OCDE staff met with Explore's Executive Director, and Explore represented that the \$100,000 principal payment due May 25, 2026, had been paid. Explore reported that it had been setting aside approximately \$8,333 per month toward principal and \$6,250 per month toward interest. However, the NOV Response did not include documentation sufficient to independently verify the payment.

41. In August 2024, Explore was approved to borrow \$250,000 through the Charter Revolving Loan Fund Program administered by the California School Finance Authority (“CSFA”). The loan is repayable over a five-year period and bears an annual interest rate equal to the prime rate. According to the 2024-25 Audit Report ending June 30, 2025, the outstanding principal balance continued to be \$250,000.
42. On February 25, 2025, Explore board meeting records reflect that checks were issued despite insufficient funds and were subsequently returned by the bank unpaid.
43. During the April 28, 2026 Explore Board meeting, Charter Impact presented cash flow scenarios for the 2026–27 fiscal year based on projected enrollment and ADA levels. Charter Impact advised the Explore Board that:
 - a. Even if Explore met or exceeded its enrollment targets, the school would experience cash flow challenges during the first six months of the 2026–27 fiscal year.
 - b. Charter Impact advised that, under its "on target" cash flow scenario for the 2026–27 fiscal year, based on projected ADA of 97.13, cash balances would remain below the 15% reserve target during portions of the fiscal year before improving in March 2027.
 - c. If Explore's enrollment and ADA projections were not achieved, Charter Impact advised that "cash throughout the year is at risk" and that Explore would need to "make accounts payable choices," including delaying payment of certain obligations to preserve cash for payroll and recurring expenses.
 - d. Charter Impact further advised that, regardless of whether Explore met or exceeded its enrollment targets, the school would experience approximately six months of cash flow "turbulence" during the 2026–27 fiscal year.
44. In response to the NOV, Explore submitted the March 2026 Monthly Cash Flow Report which projects that state aid apportionments during the first half of the 2026–27 fiscal year would largely continue to be based on Explore’s lower 2025–26 P-2 ADA of 66.87. It also assumes increased operational expenditures associated with projected enrollment growth for the 2026–27 school year, including staffing and related operating costs, beginning in July 2026, prior to any increase in LCFF revenue associated with projected enrollment growth.
45. The March 2026 Monthly Cash Flow Report projected monthly cash balances through the end of the 2025-26 fiscal year and include projected revenues, expenditures, and cash flow adjustments. Although the March 2026 Monthly Cash Flow Report reflects an approximately \$85,898 year-end surplus, it also reflects:
 - a. Projected ending fund balance of approximately negative **(\$692,475)**; and
 - b. Normalized ending fund balance of approximately negative **(\$767,271)** after removal of prior-year revenue adjustments.

F. Internal Fiscal Controls

46. The NOV identified deficiencies in Explore's internal fiscal controls and oversight, including the absence of a purchase order system, inadequate cash flow monitoring, insufficient position control practices, and weaknesses in purchasing and expenditure approval procedures.
47. The Fiscal Recovery Plan states that:
 - a. The Executive Director and back-office fiscal representative meet weekly to review budget-to-actual reports and cash flow;
 - b. Cash flow is reported to the governing board monthly;
 - c. Fiscal policies, including purchasing and approval procedures, have been updated and adopted; and
 - d. The Executive Director and governing board exercise oversight according to those policies.
48. **Fiscal Policies:** Explore Academy's Fiscal Policies and Procedures Manual, which was originally adopted on April 18, 2023, and subsequently amended by the governing board on November 19, 2025, requires:
 - a. Use of purchase orders for non-recurring purchases;
 - b. Sequentially numbered purchase orders;
 - c. Documentation of competitive pricing for purchases exceeding \$15,000;
 - d. Principal or Executive Director approval prior to purchases; and
 - e. Maintenance of a purchase order log.
49. **Purchasing Order.** FCMAT reported that expenditures were incurred without sufficient documentation or consistent alignment with board-approved budgets and contracts.
50. OCDE's Notice of Concern dated November 3, 2025, required Explore to implement a purchase order system, restrict debit/credit card use per policy, and prohibit unbudgeted purchases.
 - a. On December 9, 2025, OCDE requested documentation demonstrating implementation of the purchase order system, including a purchase order register.
 - b. On December 19, 2025, Explore represented that no purchase orders had been issued.
51. As of the end of the Remedy Period, Explore's NOV Response did not provide a purchase order register or other documentation demonstrating that purchase orders had been issued or utilized.

52. **Monthly Cashflow.** FCMAT reported that Explore did not consistently prepare or use monthly cash flow projections sufficient to monitor liquidity and anticipate cash shortfalls. Explore began presenting monthly cash flow projections to its governing board in December 2025 and continued presenting cash flow reports at subsequent board meetings.
53. OCDE's Notice of Concern dated April 14, 2025, required Explore to submit monthly cash flow projections beginning April 20, 2025.
- Explore did not comply with corrective action required by the Notice of Concern.
 - OCDE issued a Notice of Concern dated November 3, 2025 due to Explore's failure to comply with the cashflow corrective action.
 - Explore began submitting monthly cash flow projections to OCDE in January 2026.
54. **Position Control.** FCMAT reported that Explore did not maintain an effective position control system to align staffing levels with enrollment and available funding.
- The Fiscal Recovery Plan states that all positions shall be aligned with board-approved staffing ratios and enrollment targets and that the Executive Director will verify that new positions are reconciled to approved staffing ratios and enrollment targets.
 - The NOV Response included Explore's "Enrollment and Staffing Plan," which provides information concerning staffing positions and the ratio of enrollment to staffing to align staffing levels with enrollment.
55. Explore provided the following fully executed contracts from January 2026 to May 2026 for all fiscal, operational, and instructional service providers:

Contract	Description/Cost	Date Executed	Date Board Approved or Ratified
1. Audit agreement between Explore and Christy White for fiscal year ending June 30, 2026	\$21,000	03/24/26	12/09/25
2. Special Education Comprehensive Services dated April 3, 2026	Direct clinical and program services are billed at \$95-\$125/hour depending on service type, subject to an annual hard cap of \$801 per Certified P2 prior-year enrolled student.	05/11/26	04/28/2026
3. Multitudes Terms and Conditions for California Public Schools Agreement effective June 30, 2025	No Cost	02/03/26	02/24/2026

<p>4. Independent Services Agreement Speech Therapy Services between Explore and Edlogical.</p> <p>Term: March 1, 2026, to June 30, 2026.</p> <p>Speech Therapy Work Order subject to the Independent Service Agreement.</p>	<p>Minimum 3 hours per month for Speech and Language Pathologist: \$134/hour Or Minimum 4 hours per month of Speech and Language Assistant: \$80/hour</p>	<p>02/24/26</p>	<p>02/24/2026</p>
<p>5. Celebration Education Contract between Celebration Education (Heather Martinson) and Explore Prime Academy (Cecelia Iglesias)</p>	<p>Four-day immersive spring camp from March 30-April 3, operating daily from 8:30 a.m. to 12:30 p.m.</p> <p>Total fee \$2000.</p>	<p>03/16/26</p>	<p>TBD</p>
<p>6. At-Will Employment Agreement for Angie Cano</p>	<p>Hourly pay for the Substitute Instructional Assistant position was \$20/hour.</p>	<p>04/07/26</p>	<p>03/24/2026</p>

56. Back-Office Financial Services Provider Transitions.

- a. On July 1, 2022 and June 11, 2024, Explore entered into agreements with ICON School Management to provide back-office financial services.
- b. On March 26, 2025, ICON resigned and terminated the agreement effective April 30, 2025.
- c. On April 10, 2025, Explore approved a service agreement with Charter Impact, effective May 1, 2025, to replace ICON.
- d. On June 1, 2026, Explore reported that Charter Impact submitted its resignation to Explore and would cease providing back-office financial services effective June 30, 2026.
 - i. Explore further represented that Delta Managed Solutions, Inc. would assume responsibility for back-office financial services beginning July 1, 2026.
 - ii. Explore represented that its governing board approved Delta Managed Solutions, Inc. as its new back-office financial services provider on May 28, 2026.
- e. The transition from Charter Impact to Delta Managed Solutions, Inc. is scheduled to occur immediately prior to the beginning of the 2026–27 fiscal year.
- f. Charter Impact had prepared the financial projections, cash flow forecasts, and fiscal recovery strategies submitted by Explore in support of its NOV Response.

V. ANALYSIS

Following the conclusion of the remedy period on May 15, 2026, the Board is required to evaluate Explore’s response to the Notice of Violation and all supporting evidence submitted. Pursuant to Education Code section 47607 and Title 5, California Code of Regulations section 11968.5.2, the Board will consider whether there is substantial evidence that Explore failed to either (1) refute the violations, to the Board’s satisfaction, or (2) remedy the violations identified in the Notice of Violation.

The Notice of Violation identified sustained structural deficits, negative fund balances, failure to maintain reserves, and inability to implement effective corrective measures despite repeated notice of fiscal mismanagement within the meaning of EC 47607(f)(3).

A. Fiscal Mismanagement Due to Structural Deficits and Insolvencies

To cure violations related to fiscal mismanagement and structural deficit spending, Explore was required to adopt and implement a Fiscal Stabilization and Recovery Plan that demonstrates a credible and sustainable path to long-term fiscal solvency.

NOV Remedial Actions	Explore NOV Response
1. Eliminate ongoing structural deficits within a defined and reasonable timeframe.	Explore did not provide evidence sufficient to demonstrate elimination of ongoing structural deficits within a defined or reasonable timeframe.
2. Restore a positive unrestricted fund balance and meet minimum recommended reserve levels.	Explore did not provide evidence sufficient to demonstrate restoration of a positive unrestricted fund balance or achievement of minimum recommended reserve levels.
3. Be supported by revised multi-year financial projections based on verified enrollment data.	Although the NOV advised Explore to submit revised multi-year financial projections based on verified enrollment, Explore did not submit separate revised multi-year financial projections with its NOV Response. However, during the Remedy Period, Explore submitted its 2025–26 Second Interim Report, which included updated multi-year financial projections through the 2027–28 fiscal year. The enrollment assumptions reflected in those projections are generally consistent with the enrollment projections described in Explore's NOV Response.

<p>4. Identify specific expenditure reductions, staffing adjustments, and operational changes that have been implemented or will be implemented immediately upon board approval.</p>	<ul style="list-style-type: none"> • Instructional staffing positions were reduced to five teachers from a previous 7 • The full-time office manager position is now a part-time role • Multiple instructional aide positions have been reduced from full-time to part-time roles. • Staff pay levels have been reduced due to budgetary concerns for SY2025-26. • Review major service contracts and reduce non-personnel expenditures. • Explore Academy and Back-office provider meet weekly to review the budget and ensure cash flow remains positive. Presentation is made to the Board every month and provided to OCDE by the 20th of each month.
<p>5. Demonstrate fiscal solvency without reliance on speculative revenue sources, unsupported enrollment growth, or additional borrowing.</p>	<p>Explore did not provide sufficient evidence to demonstrate fiscal solvency.</p>

In response to the NOV, Explore submitted a Fiscal Recovery Plan, adopted on November 19, 2025, together with supporting financial materials. However, Explore did not submit revised multi-year financial projections with its NOV Response. Consequently, in evaluating whether the violations identified in the NOV had been remedied, OCDE relied on the most recent multi-year financial projections that were submitted by Explore as part of its 2025–26 Second Interim Report dated March 15, 2026.

The financial information submitted by Explore does not demonstrate elimination of structural deficits or restoration of positive unrestricted fund balances and minimum reserve levels within any defined timeframe. Rather, Explore’s most recent multi-year financial projections continued to reflect negative ending fund balances in each projected fiscal year:

Multiyear Projections (March 15, 2026)	Ending Fund Balance
2025-26	\$(756,015)
2026-27	\$(734,320)
2027-28	\$(520,085)

Although the Fiscal Recovery Plan states that Explore's "target is to rebuild reserves to a 5% surplus by the end of FY 2028–29," the financial information submitted by Explore does not substantiate that projection. Explore's most recent multi-year financial projections continue to reflect negative ending fund balances throughout the projection period, including a projected negative ending fund balance of approximately **\$(520,085)** in fiscal year 2027–28. Moreover, despite the staffing reductions, expenditure reductions, and operational changes identified in the Fiscal Recovery Plan, Charter Impact's Explore Academy Financial Presentation acknowledges that "additional expense reductions will be necessary" and that "cash risks are present" by year-end, given the projection of a negative ending fund balance of approximately **\$(767,271)** for the current year. Together, these projections and admissions are inconsistent with a demonstrated path to restoring reserves and achieving long-term fiscal solvency.

The reliability of the expenditure assumptions underlying the 2025–26 Second Interim MYP is further undermined by inconsistencies among the staffing assumptions reflected in the multi-year projections, the November 2025 Enrollment and Staffing Plan previously provided to OCDE, and the Enrollment and Staffing Plan submitted with the NOV Response. Specifically, the 2025–26 Second Interim MYP projects five (5) certificated teachers in fiscal years 2025–26, 2026–27, and 2027–28 despite projected enrollment growth in each year. Moreover, although the Enrollment and Staffing Plan submitted with the NOV Response projects five certificated teachers for 2026–27, it is not supported by its own internal staffing ratio of twenty students per certificated teacher, which would project approximately six certificated teachers for 105 students. These inconsistencies raise questions regarding whether the projected expenditure fully account for anticipated staffing needs.

The submitted financial materials further reflect continuing debt obligations associated with Explore's \$750,000 HJ Sims financing and the California School Finance Authority revolving loan. Although HJ Sims agreed to temporarily suspend monthly principal installments beginning June 1, 2026, the agreement required Explore to make the \$100,000 principal payment due on May 25, 2026. Nevertheless, the temporary suspension did not eliminate the underlying debt obligation. Although Explore subsequently represented to OCDE that the \$100,000 principal payment had been made, the submitted financial materials continue to reflect significant debt obligations notwithstanding Explore's ongoing liquidity and fiscal challenges.

Another factor affecting the reliability and implementation of Explore's Fiscal Recovery Plan is the impending transition of its back-office financial services provider. During a June 1, 2026, meeting with OCDE staff, Explore represented that Charter Impact would cease providing services effective June 30, 2026, and that Delta Managed Solutions, Inc. would assume responsibility beginning July 1, 2026. Explore further represented that its governing board approved the new provider on May 28, 2026. Charter Impact prepared the financial projections, cash flow forecasts, and recovery strategies submitted in support of the NOV Response. The transition will occur immediately before the beginning of the 2026–27 fiscal year, during which Explore projects significant enrollment growth, ongoing liquidity pressures, unresolved facility issues, and implementation of corrective fiscal actions. This transition introduces additional uncertainty regarding continuity of financial reporting, implementation of internal controls, execution of the

Fiscal Recovery Plan, and fiscal oversight, particularly given FCMAT's findings regarding organizational turnover and reliance on outside consultants for core operational functions.

In addition, the financial projections continue to rely upon substantial projected enrollment growth and corresponding increases in LCFF revenue, notwithstanding Explore's documented history of materially overstating enrollment and ADA projections. The submitted projections assume enrollment growth from 73 students in 2025–26 to 105 students in 2026–27 and 130 students in 2027–28. Although Explore submitted enrollment documentation in support of its projected enrollment, OCDE's review found that the enrollment figures did not reconcile with the supporting records and that portions of the enrollment process remained incomplete as of the close of the Remedy Period. These inconsistencies, together with apparent calculation errors in the supporting planning documents, undermine the reliability of the enrollment and revenue assumptions underlying the submitted financial projections.

Moreover, Explore has not secured a facility for the 2026–27 school year following the expiration of its License Agreement with Orange Unified School District and the denial of its Proposition 39 facilities request. Although the submitted financial projections include facility expenditures, Explore did not identify a specific replacement facility, provide proposed lease terms, estimate relocation costs, or otherwise demonstrate that the projected expenditures are sufficient to secure and operate an alternative facility capable of serving the projected enrollment growth. As a result, the submitted materials do not demonstrate that the facility assumptions underlying the financial projections are reasonable and reliable.

Accordingly, based on the factual findings and supporting evidence set forth in the Notice of Violation and an evaluation of the information submitted by Explore during the Remedy Period, there is substantial evidence that the violations related to fiscal mismanagement, structural deficit spending, and fiscal solvency identified in the Notice of Violation have not been remedied.

B. Fiscal Mismanagement due to Unreasonable Enrollment and Revenue Assumptions

To cure violations related to enrollment overstatement and fiscal instability, Explore shall demonstrate that it has achieved and can sustain enrollment at a level sufficient to support fiscal solvency.

NOV Remedial Actions	Explore NOV Response
<p>1. Demonstrate confirmed student enrollment (not projected) of no fewer than 105 students for the 2026–27 school year as of May 15, 2026, verified by contemporaneous enrollment records acceptable to OCDE.</p>	<p>“Explore Academy has registered 105 students for SY2026-27. Parents have completed the applications, and information has been entered in PowerSchool for SY2026-27. In the summer we will ensure all documents have been received and filed in the student's cumulative files folder and CUMM requests will be sent to the student's current school of record. The recruitment team will continue to recruit until the first day of class (August 19, 2026) to enroll more students. We want to ensure Explore Academy meets the 105-student enrollment that was Board approved and reflected on the SY2025-2026 Interim Budget.”</p>
<p>2. Documented recruitment and retention strategies that have already been implemented</p>	<ul style="list-style-type: none"> • Explore will provide two (2) family nights and one (1) family picnic in the summer to provide new students and families with an opportunity to get to know the school staff and families. • The school plans to invest heavily in targeted enrollment marketing to rebuild enrollment and reach sustainable economies of scale. • Strategies include increased community outreach (attending soccer games and church events), digital marketing, visibility events, and strengthening relationships with communities.
<p>3. Current enrollment and enrollment projections for the subsequent two fiscal years</p>	<p>The NOV Response included two separate enrollment projection documents: (1) the Response Letter and (2) the Enrollment & Staffing Plan. These documents contained differing enrollment assumptions, including discrepancies in projected total enrollment for certain fiscal years and differing grade-level or grade-span enrollment distributions for the 2025–26 through 2027–28 school years.</p>

The NOV indicated that confirmed student enrollment of no fewer than 105 students for the 2026–27 school year, verified by contemporaneous enrollment records acceptable to OCDE, as one means by which Explore could demonstrate that enrollment instability and related fiscal concerns had been cured.

In response, Explore reported that 105 students had “registered” for the 2026–27 school year and that parent applications had been entered into PowerSchool. However, Explore also acknowledged that portions of the enrollment process remained incomplete, including collection of student records and cumulative file requests, which Explore stated would occur during the summer following the close of the Remedy Period. Explore further stated that recruitment efforts would continue through the first day of instruction in August 2026, which indicates that projected enrollment levels had not yet stabilized as of the close of the Remedy Period. Explore also stated that it sought to meet “the 105-student enrollment that was [Explore] Board approved and reflected on the SY2025-2026 Interim Budget,” which suggests that the enrollment target was derived from Explore’s budget assumptions rather than independently verified enrollment demand.

Although Explore submitted documentation in support of its claim that 105 students had registered for the 2026–27 school year, OCDE's review identified inconsistencies between the stated enrollment figures, grade-level enrollment projections, and supporting registration records.

- Explore represented that 105 students had registered for the 2026–27 school year.
- The grade-level enrollment projections total 106 students.
- OCDE identified 102 completed registration forms.

These discrepancies, together with Explore's acknowledgment that portions of the enrollment process remained incomplete, undermine the reliability of the submitted enrollment data. OCDE verified a sample of submitted registration forms and found that parents generally confirmed completing the forms but several indicated that they had not made a final commitment regarding enrollment at Explore for the 2026–27 school year. Accordingly, the submitted documentation does not reconcile to a single confirmed enrollment figure.

The NOV also identified documentation of implemented recruitment and retention strategies as a means by which Explore could demonstrate that enrollment levels were likely to stabilize and support ongoing operations. In response, Explore described several anticipated or planned outreach activities, including future family events, targeted marketing efforts, community outreach, and visibility initiatives. However, the materials do not include evidence demonstrating that such strategies had already been implemented despite having been approved by Explore on November 19, 2025. For example, Explore did not provide supporting documentation such as event dates, locations, sign-in sheets, outreach schedules, marketing materials, advertising invoices, communications to prospective families, or other records demonstrating implementation.

The enrollment and revenue assumptions reflected in Explore’s submitted materials also remain inconsistent with Explore’s historical enrollment trends and prior financial reporting. As identified in the NOV, Explore has repeatedly adopted budgets and multi-year financial projections based on materially overstated enrollment and ADA assumptions. Explore projected enrollment of 170 students for the 2024–25 school year despite certifying only 122 students on Census Day, and

projected enrollment of 150 students for the 2025–26 school year despite actual enrollment of 73 students as of October 1, 2025. FCMAT independently concluded that Explore’s projected revenues for 2025–26 were overstated by approximately \$973,785 when recalculated using verified enrollment and ADA data.

Notwithstanding this history, the assumptions worksheet submitted with the NOV Response projects enrollment growth from 73 students in 2025–26 to 105 students in 2026–27 and 130 students in 2027–28, with ADA increasing from 68.60 to 120.25 and attendance rates remaining above 92%. The submitted materials do not include demographic analysis, historical recruitment conversion data, waitlist information, enrollment and ADA trend analysis, retention analysis, or other objective evidence demonstrating Explore’s ability to achieve the projected growth.

The submitted planning documents also contain significant inconsistencies regarding enrollment and staffing assumptions. Explore previously provided OCDE with an Enrollment and Staffing Plan that it represented was approved by its governing board on November 19, 2025. The NOV Response later included a different Enrollment and Staffing Plan that also indicates it was approved on November 19, 2025. However, the NOV Response does not identify any amendment to the previously submitted plan or any subsequent board action approving the differing assumptions reflected in the NOV Response plan. Further, the November 2025 Enrollment and Staffing Plan is consistent with representations made during the November 19, 2025 board meeting regarding staffing increases associated with projected enrollment growth, whereas the NOV Response plan reflects reduced certificated staffing levels. The NOV Response plan also contains an internal inconsistency, as its stated staffing ratio of twenty students per certificated teacher supports approximately six certificated teachers for projected enrollment of 105 students, yet the plan projects only five certificated teachers. In addition, the submitted enrollment projections contain calculation errors and do not mathematically reconcile with the stated projected enrollment totals. These inconsistencies further undermine the reliability of the enrollment, staffing, expenditure, and revenue assumptions underlying Explore's financial projections.

In addition, Explore has not secured a facility for the 2026–27 school year following denial of its Proposition 39 facilities request. The submitted materials do not identify how Explore intends to accommodate the projected enrollment growth or the anticipated budgetary impact associated with securing and operating a facility sufficient to support enrollment at the projected levels.

Accordingly, based on the factual findings and supporting evidence set forth in the Notice of Violation and an evaluation of the information submitted by Explore during the Remedy Period, there is substantial evidence that the violations related to fiscal mismanagement and unreasonable enrollment and revenue assumptions remain unresolved and have not been remedied.

C. Fiscal Mismanagement due to Cash Insolvency, Liquidity Risk, and Debt Dependency

To cure violations related to cash management and liquidity risk, Explore was required to demonstrate the ability to maintain sufficient cash flow to meet ongoing financial obligations.

NOV Remedial Actions	Explore NOV Response
<p>1. Explore shall submit monthly cash flow projections for the remainder of the current fiscal year and the subsequent fiscal year, based on verified revenues and expenditures. Cashflow projections must demonstrate:</p> <ul style="list-style-type: none"> a. Ability to maintain positive cash balances sufficient to meet payroll, debt service, and vendor obligations. b. Explore can meet debt service obligations without impairing instructional operations. 	<p>Explore began submitting monthly cashflow projections to OCDE beginning in January 2026. However, the submitted materials do not demonstrate that Explore has sufficient unrestricted liquidity to satisfy its debt obligations while continuing to meet payroll, operational expenditures, and vendor obligations.</p>

In response to the NOV, Explore submitted monthly cash flow projections and related financial materials intended to demonstrate sufficient liquidity to meet payroll, debt service, and vendor obligations. Although the cash flow projections reflect positive month-end cash balances, the accompanying financial materials continue to identify significant liquidity concerns. Charter Impact's Explore Academy Financial Presentation states that "cash risks are present" by year-end, that "future expense increases are not recommended," and that "additional expense reductions will be necessary." These statements are inconsistent with a demonstrated showing of stable liquidity and ongoing cash solvency.

The submitted financial materials further reflect continuing debt obligations and significant liabilities, including approximately \$1.15 million in total liabilities as of March 31, 2026:

Statement of Financial Position (Period ending March 31, 2026)

Accounts Payable	\$58,241
Accrued Liabilities	\$17,335
Deferred Revenue	\$232,926
Notes Payable, Net of Current Portion	\$675,000
Other Long-term Liabilities	\$166,666
Total Liabilities	\$1,150,168

The Accounts Payable Aging Report also reflects outstanding vendor obligations, including approximately \$56,000 owed to AllyOp, LLC on an invoice dated October 5, 2025, that remained more than 90 days past due as of March 31, 2026.

Explore continues to have significant debt obligations associated with its \$750,000 HJ Sims financing and \$250,000 California School Finance Authority revolving loan. Although HJ Sims agreed to temporarily suspend monthly principal installments beginning June 1, 2026, the accommodation agreement expressly required payment of the \$100,000 principal installment due May 25, 2026. Explore subsequently represented that the payment had been made. Nevertheless, the temporary suspension did not eliminate the underlying debt obligation, and deferred principal payments remain due no later than May 25, 2027. The submitted materials do not demonstrate that Explore had sufficient unrestricted liquidity to satisfy its debt obligations while continuing to meet payroll, operational expenditures, and vendor obligations.

The submitted cash flow projections also continue to rely on projected enrollment growth and corresponding increases in LCFF revenue, notwithstanding Explore's documented history of materially overstating enrollment and ADA projections. Charter Impact's Financial Presentation attributes projected revenue increases to "prior year adjustment and non-reoccurring revenue," including prior-year PCSGP grant revenue. As discussed above, the projected enrollment growth from 73 students in 2025–26 to 105 students in 2026–27 and 130 students in 2027–28 is not supported by reliable and internally consistent enrollment data. The projections are further undermined by unresolved facility uncertainty. Explore had not secured a facility for the 2026–27 school year following denial of its Proposition 39 facilities request, and the submitted materials do not identify the anticipated budgetary impact associated with securing and operating a facility sufficient to support the projected enrollment growth reflected in the cash flow schedules.

The cash flow projections accurately reflect the timing structure associated with LCFF apportionments for countywide charter schools, under which state aid during the first half of fiscal year 2026–27 would largely continue to be based on Explore's lower 2025–26 P-2 ADA of 66.87. The projections also assume increased operating expenditures associated with projected enrollment growth beginning in July 2026. As a result, Explore would incur increased expenditures months before receiving the corresponding increase in LCFF revenue associated with higher enrollment levels, creating significant short-term liquidity pressure given its negative fund balances, limited reserves, continuing debt obligations, and history of cash flow instability..

Additionally, during the April 28, 2026, board meeting, Explore's back-office provider reportedly stated that if cash flow was not "on target," Explore would need to "make accounts payable choices." This statement further raises concern regarding Explore's liquidity position and suggests the possibility of delayed vendor payments or selective payment prioritization if projected cash balances are not achieved.

Accordingly, based on the factual findings and supporting evidence set forth in the Notice of Violation and an evaluation of the information submitted by Explore during the Remedy Period, there is substantial evidence that the violations related to cash management, liquidity risk, and fiscal solvency identified in the Notice of Violation remain unresolved and have not been remedied.

D. Fiscal Mismanagement due to Internal Fiscal Controls and Oversight

To cure violations related to internal controls, Explore shall demonstrate that it has implemented effective fiscal oversight mechanisms.

NOV Remedial Actions	Explore NOV Response
<p>1. Explore shall adopt board-approved fiscal policies governing purchasing, cash management, and contract approval.</p> <ul style="list-style-type: none"> a. Explore shall implement and enforce a purchase order and expenditure approval system that prevents expenditures in excess of budgeted or available cash. b. Explore shall implement a position control system aligned with verified enrollment and board-adopted staffing ratios. c. Explore shall provide evidence that internal fiscal controls are operational and actively enforced. 	<p>Explore submitted amended fiscal policies, purchasing procedures, cash flow procedures, purchase order training materials, executed contracts, and a Fiscal Recovery Plan describing internal control measures. Although Explore represented that it had adopted a purchase order system, Explore did not provide a purchase order register or other evidence demonstrating that the system had been implemented or actively used, either following adoption of the policies or in response to the NOV.</p>
<p>2. Explore shall provide fully executed contracts from January 2026 to May 2026 for all fiscal, operational, and instructional service providers.</p>	<p>Explore submitted six (6) executed contracts covering the period January 2026 through May 2026.</p>
<p>3. Explore shall wholly and promptly respond to all lawful requests by OCDE, including all outstanding past-due documents previously requested by OCDE.</p>	<p>There are no outstanding documents due at this time.</p>
<p>4. Explore's response to this Notice must be approved by its governing board at a duly noticed public meeting and must include a board resolution certifying the accuracy and completeness of all submitted information.</p> <p>The response must be supported by documentation demonstrating that remedial actions have been implemented, rather than merely proposed or planned.</p>	<p>Explore submitted a board resolution adopted on May 14, 2026, certifying the accuracy and completeness of the information submitted in response to the NOV.</p> <p>Portions of the response continue to describe proposed or anticipated actions rather than implemented corrective measures.</p>

In response to the NOV, Explore submitted a Fiscal Recovery Plan, policy documents, executed contracts, staffing information, and related materials. Explore's Fiscal Recovery Plan states that the Executive Director and back-office fiscal representative meet weekly to review budget-to-actual reports, monitor cash flow, identify variances, and implement corrective actions, and that financial reports are presented monthly to the governing board and OCDE. Explore also reported that purchasing and approval procedures had been updated and adopted, and that oversight responsibilities had been assigned to school leadership and the governing board.

However, the submitted materials do not demonstrate that the identified internal control deficiencies have been fully remedied. FCMAT previously identified significant deficiencies in Explore's internal fiscal controls, including the absence of a purchase order system, inadequate cash flow monitoring, ineffective position control practices, expenditures incurred without sufficient budgetary or cash controls, staffing levels misaligned with enrollment, and insufficient contract oversight. The NOV similarly identified the absence of basic fiscal controls and advised Explore to implement and demonstrate operational oversight mechanisms sufficient to address these deficiencies.

Although Explore adopted amended fiscal policies and procedures and submitted supporting training materials, Explore did not provide a purchase order register or other documentation demonstrating implementation of the purchase order system required by its purchasing policies. Similarly, the planning documents submitted in support of the NOV Response contain inconsistencies regarding staffing assumptions, staffing ratios, projected staffing levels, and enrollment calculations. These inconsistencies raise questions regarding whether position control procedures are being implemented consistently and whether staffing decisions are being reconciled to board-approved enrollment assumptions and staffing ratios.

Lastly, Explore's internal controls and oversight is also impacted by significant turnover among Explore's back-office financial services providers. Explore transitioned from ICON School Management to Charter Impact in 2025 and will again transition from Charter Impact to Delta Managed Solutions, Inc., which will assume responsibility effective July 1, 2026. Charter Impact prepared the financial projections, cash flow forecasts, and fiscal recovery strategies submitted in support of the NOV Response. However, Explore represented that Charter Impact would cease providing services effective June 30, 2026, and that Delta Managed Solutions, Inc. would assume responsibility beginning July 1, 2026. The transition is scheduled to occur immediately before the beginning of the 2026–27 fiscal year, during which Explore projects significant enrollment growth, ongoing liquidity pressures, implementation of corrective fiscal actions, and continued efforts to restore fiscal solvency. Although a change in fiscal service providers is not inherently problematic, the submitted materials do not explain how responsibility for implementing and monitoring the Fiscal Recovery Plan will be transitioned between providers. This transition introduces additional uncertainty regarding continuity of financial reporting, implementation of internal controls, execution of the Fiscal Recovery Plan, and ongoing fiscal oversight. This concern is heightened by FCMAT's findings regarding organizational turnover and reliance on outside consultants for core operational functions.

Accordingly, based on the factual findings and supporting evidence set forth in the Notice of Violation and an evaluation of the information submitted by Explore during the Remedy Period,

there is substantial evidence that the violations related to internal fiscal controls, fiscal oversight, and operational fiscal management identified in the Notice of Violation have not been remedied.

VI. SUMMARY OF FINDINGS

Based upon the Notice of Violation, the evidence submitted during the Remedy Period, and the factual findings set forth above, the Board finds substantial evidence that:

- A. Explore has not remedied the violations related to structural deficit spending, negative fund balances, and failure to maintain minimum reserve levels identified in the Notice of Violation.
- B. Explore has not remedied the violations related to unreasonable enrollment and revenue assumptions. The information submitted during the Remedy Period does not demonstrate that projected enrollment growth and related revenue assumptions are supported by reliable, verified, and internally consistent enrollment data.
- C. Explore has not remedied the violations related to cash management, liquidity risk, and fiscal solvency. The submitted materials continue to reflect significant liquidity concerns, substantial debt obligations, and reliance on projected enrollment growth and future revenue increases.
- D. Explore has not remedied the violations related to internal fiscal controls and oversight. Although Explore adopted policies and procedures intended to address identified deficiencies, the submitted materials do not demonstrate that key controls, including purchase order and position control practices, have been fully implemented and consistently enforced.

Ultimately, there is substantial evidence that Explore has failed to refute or remedy the violations identified in the Notice of Violation to the satisfaction of the Board.

VII. CONCLUSION

Based on the factual findings and supporting evidence set forth in the Notice of Violation, the supporting exhibits incorporated therein, and the information submitted by Explore during the Remedy Period, the Orange County Board of Education has determined that substantial evidence exists that Explore has failed to remedy the violations identified in the Notice of Violation. The information submitted during the Remedy Period continues to reflect persistent structural deficits, negative fund balances, significant liquidity concerns, substantial debt obligations, unsupported enrollment and revenue assumptions, unresolved facility uncertainty, and deficiencies in internal fiscal controls and oversight.

Accordingly, pursuant to Education Code section 47607 and Title 5, California Code of Regulations section 11968.5.2, the Orange County Board of Education hereby provides notice of its intent to revoke the charter of Explore Academy Charter School and continue revocation proceedings. Pursuant to Education Code section 47607(h), the Orange County Board of Education will hold a public hearing on July 8, 2026, to determine whether substantial evidence exists to revoke Explore's charter.

June 17, 2026

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Mailed Distributed at meeting

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 17, 2026
TO: Renee Hendrick, Deputy Superintendent
FROM: David Giordano, Associate Superintendent, Administrative Services
SUBJECT: Education Code Section 1302 Information

BACKGROUND:

In order to recruit and retain high quality candidates for positions within the organization, the Department has prided itself in maintaining a competitive salary and benefits package. Accordingly, the Department has made efforts to remain competitive with total compensation among similar Orange County school districts and county offices.

In accordance with Education Code Section 1302 and Board Policy 100-10, attached is information for all employees who will receive a salary increase of more than \$10,000 in a 12-month period since we last reported in June 2026. The \$10,000 limit was set in statute in 1999 and has not been adjusted.

RECOMMENDATION:

Receive the Education Code Section 1302 information for all employees who will receive a salary increase of more than \$10,000 in a 12-month period.

TEACHER	\$ 33,152.52
ADAPTED PE TEACHER	\$ 16,803.84
TEACHER	\$ 15,552.00
TEACHER	\$ 15,536.16
TEACHER	\$ 15,228.36
TEACHER	\$ 15,228.36
TEACHER	\$ 15,228.36
TEACHER	\$ 15,228.36
TEACHER	\$ 15,228.36
TEACHER	\$ 15,228.36
TEACHER	\$ 15,228.36
TEACHER	\$ 15,228.36
TEACHER	\$ 15,228.36
TEACHER	\$ 14,171.76
TEACHER	\$ 14,171.76
TEACHER	\$ 14,171.76
AUDIOLOGIST	\$ 11,468.28