

Public Charter Schools Grant Program (PCSGP) Application Received from Orange County Classical Academy

This document was provided to California Department of Education (CDE) and is posted to the CDE website to meet the requirements of the [U.S. Department of Education's 2024 Notice Inviting Applications for New Awards; Expanding Opportunity Through Quality Charter Schools Program \(CSP\)-Grants to State Entities \(State Entity\)](#).

This document may be inaccessible, nor fully meet CDE web standards. This document is being posted on behalf of a 3rd party and has assumed a Title II, Section 3 of the revised Americans with Disabilities Act (ADA) regulations exception. For more information regarding the Title II revision, please visit the [2024 ADA Revision Fact Sheet](#).

Additional details regarding this grant application and its requirements are available at [RFA: PCSGP 2024-25 Waiver Entry Start-Up Sub-Grant](#).

Posted by the California Department of Education on April 25, 2025.

Part 3 – Narrative Response

Question 1. Autonomy and Flexibility

1A. Describe how the autonomy and flexibility granted to your charter school by the authorizer is consistent with the definition of a charter school in ESEA Section 4310(2) (2020 RFA – Rubric Item 1A “Autonomy from Authorizer”).

Provide one of the following responses:

☒ By checking this box, the applicant confirms that there are no changes to the plan reviewed and approved by external peer reviewers during a subgrant competition under California’s 2020 CSP grant and that the implementation of that plan will continue under the school’s new subgrant, if awarded.

or

If the school’s plan for ensuring autonomy and flexibility has changed since submission of the school’s subgrant application under California’s 2020 CSP grant, explain:

1B. Provide Articles of Incorporation and Governing Board By-Laws

Provide one of the following responses:

Provide a copy of the charter school’s Articles of Incorporation and Governing Board By-Laws. Identify the page numbers in each document that describe the process for selection and removal of governing board members.

☒ Articles of Incorporation (Include a copy with this application as Attachment A)

Page Numbers: N/A

and

☒ Board By-Laws (Include a copy with this application as Attachment B)

Page Numbers: 3-5

Question 2. Management Organization

PCSGP subgrant awards are made to charter public schools, not any other entity. Regardless of the charter public school’s relationship with a management organization, the charter public school and board retain responsibility for all aspects of the subgrant including, but not limited to application submission, budget decisions, and repayment of any misspent funds. Items purchased by the school with CSP funds are and remain the property of the school, not the management organization. Subgrant applications and budgets may not include any management fees that the school incurs as part of the

management contract but may pay for allowable activities carried out by the school or the management organization.

Pursuant to California *Education Code (EC)* Section 47604, a charter school shall not operate as, or be operated by, a for-profit corporation, a for-profit education management organization (EMO), or a for-profit charter management organization (CMO). Operate as, or be operated by, means services provided by a for-profit corporation to a charter school that include:

- a. Nominating, appointing, or removing board members or officers of the charter school.
- b. Employing, supervising, or dismissing employees of the charter school, including certificated and noncertificated school personnel.
- c. Managing the charter school's day-to-day operations as its administrative manager.
- d. Approving, denying, or managing the budget or any expenditures of the charter school that are not authorized by the governing body of the charter school.
- e. Providing services to a charter school before the governing body of the charter school has approved the contract for those services at a publicly noticed meeting.

Any applicant which does not meet the requirements above will not be eligible for funding. As a general matter, subgrantees must avoid apparent and actual conflicts of interest when administering grants.

Schools choosing to engage a nonprofit educational service provider (ESP) or EMO or CMO must demonstrate that they and their governing boards are independent of the provider, and that all fees and agreements are fair and reasonable. The ESP, EMO or CMO does not qualify as an eligible applicant, nor may it hold or manage a subgrant awarded to a school. Schools must exercise special care to ensure that a direct representative of the applicant school, independent of the ESP, EMO or CMO, is identified to administer the grant, as required per 34 Code of Federal Regulations (CFR) 74.40-48, 75.524-525, and 80.36. Contracts between schools and ESPs will be subject to review as part of the application and eligibility processes per ESEA Section 4303 (f)(1)(C)(i)(I).

2A. Describe the level of autonomy your charter school has from the CMO or non-profit operating multiple schools under one governing board (2020 RFA – Rubric Item 1B “Autonomy from CMO or non-profit operating multiple schools under one governing board”)

Provide one of the following responses:

☒ By checking this box, the applicant confirms that the school did not include Rubric Item 1B in its original PCSGP application because:

1. The applicant school is not affiliated with a CMO, and
2. The applicant school is the only school managed by the non-profit organization

or

☐ By checking this box, the applicant confirms that there are no changes to the autonomy from the CMO or non-profit description reviewed and approved by external peer reviewers during a subgrant competition under California's 2020 CSP grant and that the implementation of that plan will continue under the school's new subgrant, if awarded.

or

If the autonomy from the CMO or non-profit varies since submission of the school's subgrant application under California's 2020 CSP grant, explain:

2B. Describe Management Organization Affiliations

Provide all applicable responses.

2Bi. Does the charter school work with a CMO, EMO, or ESP? Mark all applicable statements below:

☐ Yes, CMO(s)

☐ Yes, EMO(s)

☐ Yes, ESP(s)

☒ No

2Bii. If the charter school works with CMOs, EMOs, or ESPs, identify each entity's:

Legal name:

Employer Identification Number (EIN):

Addresses of all offices:

Status of the entity as non-profit or for-profit:

2Biii. Provide a copy or description of any contract executed for each CMO, EMO, or ESP identified above including the name and contact information; the cost (i.e., fixed costs and estimates of any ongoing costs or fees), **including the amount of PCSGP funds proposed to be used toward such cost**, and the percentage such cost

represents of the school's overall funding; the duration of the contract; roles and responsibilities of the management organization; and steps the applicant will take to ensure that it pays fair market value for any services or other items purchased or leased from the management organization, makes all programmatic decisions, maintains control over all PCSGP funds, and directly administers or supervises the administration of the grant in accordance with 34 CFR 75.701. (Include a copy or description of each contract with this application as Attachment C)

2C. Management Organizations – Business or Financial Relationships

Required for applicants who responded "Yes" to working with any CMO, EMO, or ESP in Question 2Bi.

Describe any business or financial relationship between the charter school developer/founding group and the management organization, including payments, contract terms, and any property owned, operated, or controlled by the management organization or related individuals or entities that will be used by the charter school.

2D. Management Organizations – Conflicts of Interest

Required for applicants who responded "Yes" to working with any CMO, EMO, or ESP in Question 2Bi.

Provide the name and contact information for each member of the governing board of the charter school and a list of the management organization's officers, chief administrator, or other administrators, and any staff involved in approving or executing the management contract; and a description of any actual or perceived conflicts of interest, including financial interests, and how the applicant will resolve any actual or perceived conflicts of interest to ensure compliance with 2 CFR 200.318(c).

2E. Management Organizations – Governance Autonomy

Required for applicants who responded "Yes" to working with any CMO, EMO, or ESP in Question 2Bi.

Describe how the applicant will ensure that members of the governing board of the charter school are not selected, removed, controlled, or employed by the management organization and that the charter school's legal, accounting, and auditing services will be procured independently from the management organization.

2F. Student Records

Describe the steps the applicant will take to ensure that it maintains control over all student records and has a process in place to provide those records to another public school or school district in a timely manner upon the transfer of a student from the charter school to another public school, including due to closure of the charter school, in accordance with section 4308 of the ESEA (2020 RFA – Rubric Item 3D “Student Record Retention and Transfer Process”).

Provide one of the following responses.

☒ By checking this box, the applicant confirms that there are no changes to the plan reviewed and approved by external peer reviewers during a subgrant competition under California’s 2020 CSP grant and that the implementation of that plan will continue under the school's new subgrant, if awarded.

or

If the student record retention and transfer process varies from the previously-approved plan, explain:

Question 3. Fiscal Sustainability

Describe how your charter school will maintain financial sustainability after the end of the subgrant period (2020 RFA – Rubric Item 11 “Capacity Building”).

Provide one of the following responses.

☒ By checking this box, the applicant confirms that there are no changes to the plan reviewed and approved by external peer reviewers during a subgrant competition under California’s 2020 CSP grant and that the implementation of that plan will continue under the school's new subgrant, if awarded.

or

If the financial sustainability plan varies since submission of the school’s subgrant application under California’s 2020 CSP grant, explain:

Question 4. Conditions of Learning

Required for all applicants.

Describe how the charter school will meet the educational needs of its students, including “children with disabilities” and English learners:

Meeting the Needs of All Students

OCCA strives to provide students an educational program that motivates them to achieve their full potential. OCCA collaborates with Hillsdale College's Barney Charter School Initiative (BCSI) to develop a Classical Education Program characterized by a strong emphasis on language, content-richness in all subjects, a strong core curriculum, and a focus upon the historical, literary, and scientific traditions of the United States and of Western civilization at large. Lessons and instructional activities allow students learning experiences that question why things are, search for solutions, and resolve incongruities. Classical Education is effective in developing students who are critical thinkers and who have developed foundational skills and knowledge to be lifelong learners.

OCCA's educational pedagogy views students as intelligent, thoughtful, curious beings who question their environment and seek answers to their questions. OCCA follows three components to Classical Education. First, each educational experience takes advantage of the students' capabilities that emerge during each stage of development. Second, the educational program is language-based allowing students to practice active listening, reading, writing, and speaking. To do this, OCCA utilizes an array of classic books, which are in support of and in alignment with the State standards. Finally, all subjects are interwoven with each other. Incorporating these elements create a dynamic program maximizing on the students' abilities.

OCCA utilizes lessons and student activities following the pillars of the Classical Education model while incorporating research-based instructional strategies focused on academic achievement and meeting the needs of all students. These instructional strategies include cooperative learning, Socratic Seminar, differentiated instruction, and technology integration. Quality instructional methods such as these have the proven ability to be effective in supporting the needs of all students, including children with disabilities and English Learners. All instructional staff receive high-quality PD on effective strategies for how to create lessons centered on the instructional strategies mentioned above. Instructional methods are evaluated and determined by the data-driven needs of individual students.

Teachers incorporate cooperative learning instructional strategies within lessons as a method of instruction to ensure the needs of all students are met. Cooperative learning is an instructional strategy where groups, with students of different levels of ability, work together on a student-centered lesson or activity. Students are responsible for their learning as well as their peers'. Students serve an active role and work toward a common goal within groups, engaging in thoughtful conversation while collaborating to problem-solve. Working together allows students with diverse abilities to support and learn from each other and contribute to activities in ways that align with their strengths. Cooperative learning activities result in higher-level reasoning because students are required to create new ideas and solutions. In addition, since students in groups are supporting one another in the learning process, all students are having their needs met.

OCCA teachers implement a discussion method of teaching called Socratic seminar. Socratic seminar is a structured discussion where students engage in conversation asking and answering meaningful questions. Students sit in a circle facing one another

while the role of the teacher is to front-load academic vocabulary, introduce discussion, provide guidance, and ensure think time during discussion. Teachers begin teaching and modeling this approach from the youngest grades by asking students tough questions and encouraging them to dig deep into a given topic. When students struggle, teachers help to model thoughtful inquiry in a manner that students can understand and try for themselves. As they grow, students are encouraged to ask and answer their own questions. By high school, students have substantial experience in pursuing difficult and potentially contentious questions, in seeking truth, in digging into the root of important matters, and of doing this in a civil and polite manner. Discussion engages students' minds since it requires actively thinking out material and expressing those thoughts. As diverse perspectives are shared, students are exposed to various opinions and ideas that they can use to create their own perspective. To ensure all students' needs are met during Socratic seminar, teachers ensure that sufficient time is given for students to prepare for discussion. In addition, academic vocabulary is front-loaded so that all students have a fundamental understanding of words needed to understand material. Lastly, teachers allow students to utilize visuals, multiple text, and translation tools during Socratic seminar discussions so that students of different learning styles are engaged.

Differentiated instructional strategies are incorporated into lessons in order to provide each student with individualized instruction meeting their individual needs. Teachers create lessons that engage the variance of learners in the classroom. They utilize tiered activities so that students can work on the same topic or skill but are given different levels of support. In addition, concepts are provided to students in multiple ways using manipulatives and visual or auditory aides so that all students can engage with the concepts being taught. Teachers implement lessons where students are provided choices, including the product/format in which they show understanding. Students are more successful in school and find it more satisfying if they are taught in ways that are responsive to their readiness levels and learning profiles. When taught using differentiated strategies, students feel engaged, are active learners, and are more likely to be successful since their individual needs are supported.

Technology plays an essential role in the curriculum as a tool for implementing differentiated, individualized instruction. Each classroom is equipped with state-of-the-art technology to enhance instruction. This includes Chromebooks, headphones, and printers. Teachers incorporate technology into their lessons for research and producing presentations using Powerpoint and Excel. Lessons incorporate visual and auditory stimulants, such as videos, in order to engage all learners and increase opportunities for student academic success. Technology is also used to administer local and State assessments as well as to provide students access to educational software for skills practice.

Data plays a fundamental role in informing instruction and ensuring the needs of all students are met. OCCA implements on-going assessments in order to gauge what students have learned, track progress, identify areas of need and student groups struggling to meet standards. Teachers use formative and summative assessments, such as CAASPP testing, the interim assessment, ELAC, MAPS/NWEA, and Classical

Learning Test (CLT). Local benchmarks are given three times a year. Other informal assessments include writing prompts, rubrics, portfolios, end of chapter tests and quizzes, project-based assignments, and check-in conversations. Teaching staff interpret assessment data and engage in critical analysis based on training received through PD seminars. Understanding students' performance allows teachers to modify their instructional design and challenges them to rethink current pedagogical practices to meet the changing needs of the new and existing student population.

Instructional staff gather assessment data, particularly data for student subgroups, and engage in critical analysis. Data analysis equip teachers with knowledge on the performance of individual students and of subgroups. Student data is used by the Student Support Team (SST) to create an Academic Strategic Success Plan (ASSP) for students struggling to meet grade level standards based on assessment data. The SST is made up of key administrative and support staff at the school site like the Headmaster/Principal, Dean of Students, students' teacher, special education support staff, and English learner support staff. Educational partners, including the student and their parents/guardians, collaborate with the SST on the best strategies/interventions to help the student which is documented in the ASSP. Interventions may include one-on-one or small group support, tutoring, mentoring, etc. Students are monitored to ensure they continue to show improvement and meet standards. The ASSP is updated each semester, with targeted objectives and goals focusing on the student meeting grade level standards.

Meeting the Needs of Children with Disabilities

OCCA complies with all applicable Federal and State laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), the Americans with Disabilities Act of 1992 ("ADA"), the Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq. "IDEA"), 613(a)(5) and 613(e)(1)(B). OCCA is an independent LEA member of the El Dorado County Charter SELPA for purposes of providing special education instruction and related services under the Individuals with Disabilities Education Improvement Act pursuant to Ed. Code Section 47641(a) and applicable policies and practices of the SELPA. OCCA understands that all children with disabilities residing in the community, regardless of the severity of their disabilities, and who are in need of special education and related services must be identified, located and evaluated.

OCCA implements a multi-tiered instructional and support framework prior to referring a child for an evaluation under IDEA, but ensures that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. An Individualized Education Program (IEP) or 504 plan is developed by the IEP team, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from their individualized education program. A review of each IEP is conducted on an annual basis to review the students' progress and to make appropriate revisions. OCCA ensures the following individuals are in attendance at the IEP or 504 meetings: the Headmaster/Principal and/or a designated representative with appropriate authority as required by the IDEIA; the

special education staff; the general education teacher if the student is or may be in a regular education classroom; a parent/guardian; the student; and any other representative who is knowledgeable about the student. OCCA provides or makes arrangements with the SELPA and/or a special education service vendor for certain services, including but not limited to, speech, occupational therapy, adapted P.E., nursing, counseling, and transportation. OCCA also employs appropriately-credentialed special education service providers, such as a Resource Specialist to further assist children with disabilities. All teachers, administrators, and appropriate staff ensure that all aspects of the IEP and any possible 504 plans are properly implemented. In order to equip staff with the skills to support special education students, appropriate faculty and staff attend PD and/or trainings necessary to comply with Federal and State Special Education laws, including those sponsored by the SELPA.

Students with disabilities greatly benefit from the creation of an ASSP which is closely aligned to their IEP or 504 Plan. Using assessment data, the SST and IEP team collaborate to identify and align strategies/interventions for students with disabilities so that their individual needs are identified and met. Intervention strategies may include small group instruction outside the classroom, increased instructional time, structured breaks, and counseling. The SST reviews the ASSP and provides feedback on special education goals each month, thus creating a more precise and workable data set from which the special education staff can operate in supporting students. Both teams work toward supporting children with disabilities to meet their individualized goals and needs. This data is compiled and added into the ASSP that is shared with parents/guardians for review on an ongoing basis.

Meeting the Needs of English Learners

OCCA follows all applicable laws in serving English Learners as they pertain to annual notification, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. All teachers of English Learners receive PD in order to better understand the instructional steps and approaches necessary for English Language Acquisition (ELA). That is, the process in which student learn English.

OCCA implements a full-inclusion program for English Learners and provides them with designated and integrated English Language Development (“ELD”) instruction. From the first day of school, English Learners are immersed in English, with the language support they need to learn English. Instruction is designed to meet the needs of all English Learners and include various scaffolds, including visuals, vocabulary charts, graphic organizers, repetitions, among other strategies.

OCCA's ELD program includes these guiding principles:

- The priority for instruction is English language acquisition;

- Upon frequent analysis of formative and summative data, students may be placed into groups by proficiency level. Data includes: CAASPP, ELPAC, Interim assessments, MAPS/NWEA, CLT, writing samples, SST/504 information;
- Language tasks are relevant to students and applicable to the real world; and
- Provide a logical method for language instruction based on ELD standards and our Classical Education curriculum to address gaps in language proficiency.

OCCA ensures each English Learner receives an intensive and targeted intervention program for English language acquisition so that their needs are met. Interventions may include, but are not limited to, structured, targeted, and content-rich standards-based instruction integrating students' learning strengths; the SST process to analyze current interventions being utilized within the classroom; and the creation of an ASSP for all English Learners identifying specific goals and interventions. When English Learners meet the criteria for reclassification, their progress is monitored. Teachers document and review the students' achievement. If a student falls below grade level, a decision may be made for that student to reenter the ELD program so that they can receive targeted support ensuring that their individualized needs are addressed and met.

Question 5. Input from Parents and Community

Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of each charter school that will receive funds under the SE's program. (2020 RFA – Rubric Item 5A "Parent and Community Involvement")

Provide one of the following responses.

☒ By checking this box, the applicant confirms that there are no changes to the plan reviewed and approved by external peer reviewers during a subgrant competition under California's 2020 CSP grant and that the implementation of that plan will continue under the school's new subgrant, if awarded.

or

If the parent and community involvement plan will vary since submission of the school's subgrant application under California's 2020 CSP grant, explain:

Question 6. Effective Engagement Strategies

Required for all applicants.

Describe how the charter school will support the use of effective parent, family, and community engagement strategies to operate each charter school that will receive funding:

OCCA successfully cultivates parental involvement in the school community in a multitude of ways. OCCA engages a large variety of different committees which parents and family members may choose to participate in, such as, the Academic Advisory Council, Academic committee, Safety committee, Playground committee, Property committee, Fundraising committee, the Room Parents committee for Lower School and Parent Steering committee for Upper School. This allows families to be engaged in the school community in their areas of interest. In addition, current parent surveys and responses have shown that families are very satisfied with how OCCA has realized its mission for its students, its academic program, and the opportunities it provides for parental input and involvement. Other forms of communication that allow families to stay involved are through the monthly Coffee with the Headmaster, which is recorded and shared with all families, as well as the weekly Eagle Newsletter which lists important dates and announcements.

Question 7. Student Discipline

Required for all applicants.

Describe the school's student discipline practices:

OCCA provides a safe and engaging learning environment for all students and families. The school has adopted a Comprehensive School Safety Plan (CSSP) that is reviewed and updated by March 1 of every year. The plan includes identifying appropriate strategies and programs that provide or maintain a high level of school safety and address OCCA's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(L):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Academy-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the school
- a safe and orderly environment conducive to learning

- the rules and procedures on school discipline adopted pursuant to Education Code

Sections 35291, 35291.5, and 47605.6 procedures for conducting tactical responses to criminal incidents

- procedures for conducting tactical responses to criminal incidents

- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school

- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

In order to ensure the school community is aware of the student discipline practices/policies and behavior expectations, they are printed and provided to all students and families in the Student/Family Handbook. OCCA staff engage in PD, prior to the start of the school year, to familiarize themselves with the student discipline policies/practices. As a result, teachers are prepared to teach students the discipline policies/practices and procedures including behavioral expectation and consequences for inappropriate and disruptive behavior. Teachers also teach the Ten Core Values as the classroom management and behavior approach. The Ten Core Values are ten basic values that shape students' behavior and guide them to make positive decisions. These values are taught in the lower grades. This includes responsibility, respect, courage, courtesy, honesty, and citizenship. The Classical virtues like prudence, justice, temperance, and fortitude are introduced in the upper grades. OCCA teachers explicitly teach students the core values to equip them with a framework for positive decision making and to help them build good character. Implementation of the Ten Core Values is a strategy utilized to keep behavior issues and suspension/expulsion rates low.

OCCA also utilizes Positive Behavior Interventions and Supports (PBIS) to identify and support students with behavioral issues as part of the student discipline policies/practices. PBIS is an evidence based framework for improving and integrating all of the data, systems, and practices that affect student outcomes every day. As part of PBIS, OCCA implements a three tier framework: Tier 1- all students receive support; Tier 2- targeted where some students receive support; and Tier 3- individualized and intensive support. For example, all school personnel implement positive behavior strategies like encouraging/praising positive behavior shown by students. If a particular student is not successful with a Tier 1 strategy, they will begin receiving targeted support within Tier 2. This may include increased adult supervision. If the student does not respond to Tier 2 support, they will be given Tier 3 support. This would include behavior intervention strategies such as meeting with a support team. This team will also monitor student progress for meeting behavior expectations set by the school. This intervention program, which all school staff is trained on, has contributed to ensuring a low suspension/expulsion rates and has resulted in a positive school environment.

In creating suspension and expulsion policy, OCCA reviewed Education Code Section 48900 which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language in OCCA's suspension and expulsion policy, as listed in the charter petition, is largely consistent with the language of Education Code Section 48900. OCCA is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal. The school staff enforces disciplinary policies and procedures fairly and consistently among all students. A student can be suspended or expelled for prohibited misconduct if the act is related to OCCA activities or OCCA attendance occurring at any time including but not limited to: a) while on the school grounds; b) while going to or coming from the school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity. Suspended or expelled students are excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Corporal punishment will not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student.

A student identified as an individual with disabilities or for whom OCCA has a basis of knowledge of a suspected disability pursuant to IDEA or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when Federal and State law mandates additional or different procedures. OCCA follows all applicable Federal and State laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom OCCA has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student will be involuntarily removed by OCCA for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice will be in the native language of the student or the students' parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the students' parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a students' parent, guardian, or educational rights holder requests a hearing, OCCA will utilize the same hearing procedures specified in the charter petition for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student will remain enrolled and shall not be removed until OCCA issues a final decision. As used herein, "involuntarily

removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Educational partners, including parents/guardians, teachers, and students, have the opportunity to reflect on OCCA’s student discipline policies and practices through the annual stakeholder survey. The school community reflects on whether the behavior intervention strategies are effective, whether behavior expectations are clear and fair, and lastly whether the overall student behavior policies/practices are effective in creating a safe, supportive, and caring school environment. The results of the survey are analyzed and guide administration to make informed decisions about the student discipline policies and practices. The survey is available in English and Spanish.

Question 8. Lottery and Waitlist Policies and Procedures

PCSGP subgrantees must meet all requirements of the federal definition of a “charter school” including ESEA 4310(2) that the charter school is a school to which parents choose to send their children, and that—

- (i) Admits students on the basis of a lottery, consistent with section 4303(c)(3)(A) of the ESEA, if more students apply for admission than can be accommodated;
- or (ii) In the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in paragraph (i).

8A. Recruitment, Enrollment, Admissions, and Waitlist Practices

Required for all applicants.

Describe the charter school’s lottery and waitlist policy and procedures to ensure compliance with state and federal law, including:

- a. Recruitment practices: OCCA will strive to achieve a balance of racial and ethnic students, special education students, socio-economically disadvantaged students, and English learner students, that is reflective of the general population residing within the territorial jurisdiction of the Orange County Department of Education. To accomplish this, OCCA has developed a comprehensive recruiting strategy to inform the community about the charter school. The outreach program includes information that appeals to all the various racial and ethnic groups, particularly socio-economically disadvantaged students. Materials are distributed through mail, social networking sites, and through press releases to the Orange County Register, and other relevant local news publications. Print advertising is also made

- available at local institutions through booths and participation at community events. Materials provided are available in multiple languages. OCCA uses the school website to describe the academic program, mission, vision, and its admissions procedures. OCCA hosts town hall meetings/parent information meetings in cities and towns throughout Orange County. OCCA will conduct a review to evaluate the various recruiting efforts annually to determine whether the methods used to recruit a diverse group of students is effective.
- b. Enrollment practices: As a countywide-benefit charter school, OCCA will ensure that all students will have an equal opportunity to attend the school. OCCA ensures that all policies comply with CA Ed Code Section 47605(d)(2)(A), 47605(d)(2)(B) and with all applicable Federal/State laws regarding open admission and public lottery requirements. In accordance with Education Code Section 47605.6(e)(4)(A), OCCA shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605.6(e)(4)(C), OCCA shall not encourage a pupil currently attending the Academy to disenroll from the Academy or transfer to another school for any reason, including the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii). OCCA shall require students who wish to attend the charter school to complete an application form including only contact information, a designation of any admission preferences for which the student may qualify. After admission, students are required to submit an enrollment packet, which shall include the following: (a) student registration form (b) proof of immunizations (c) home language survey (d) emergency medical information form (e) proof of age requirements (f) release of records. Enrollment applications are accepted during a publicly advertised open enrollment period typically during the month of February each year, for enrollment in the following school year. Following the open enrollment period each year, applications are counted to determine whether: A. additional open enrollment periods (to be communicated to the public) are required because all spaces were not filled or B. whether any grade level has received more applications than availability. In the event the latter happens, OCCA holds a public random drawing/lottery to determine admission for the impacted grade level, with the exception of existing scholars, who are guaranteed admission in the following school year. Public random drawing rules, deadlines, dates (late-March) and times (approx. 5:30pm) will be communicated in the application form and on the school website. Public notice of the date and time of the public random drawing is also posted once the application deadline has passed. OCCA also

- informs parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date. All public random drawings will take place on the Charter School grounds.
- c. Admissions practices, including lottery preferences and projected timeline for conducting a lottery: Admission to OCCA, except in the case of a public random drawing, is not determined by the place of residence of the pupil or his/her legal guardian within the state. In accordance with Ed. Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences do not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. The preferences in the OCCA public random drawing are consistent with Ed. Code Section 47605(d)(2), applicable Federal law, the CA Constitution, and Section 200. Each type of preference is approved by the District at a public hearing. OCCA complies with CA Ed. Code 49700 ensuring that children of active-duty military are treated the same as children of the District when it comes to enrollment opportunities. OCCA abides with Ed. Code 49700 which provides for the timely enrollment of children of military families and ensure that they are not placed at a disadvantage due to difficulty in the transfer of educational records or various entrance/age requirements. In the case of random lottery, they are to be designated as children of the District regardless of where they live at the time of the drawing. Lottery preferences, which are subject to the District's approval and subject to the provisions of Ed. Code section 47605(d)(2)(B)(i),(ii) and (iii), in order include: children of staff and of Board Members of OCCA; siblings of students admitted to or attending OCCA; students who reside in the County; and, if the Charter School operates a campus that is physically located in the attendance area of a district-operated public elementary school in which at least 55% of the enrollment is eligible for free and reduced price lunch, then students currently enrolled in that school and students who reside in that elementary school attendance area will be given preference to attend such campus operated by the Charter School in accordance with Education Code Section 47614.5(c)(2) (for purposes of the SB 740 Charter School Facility Grant Program. Preferences do not result in limiting enrollment access for students with disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, or students who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Admission policies and lottery procedures are communicated to the District as well as the public. Enrollment applications are accepted during a publicly advertised open enrollment period typically during the month of February each year, for enrollment in the following school year. Following the open enrollment period each year, applications are counted to determine whether: A. additional open enrollment periods (to be communicated to the public) are required because all spaces were not filled or B. whether any grade level has received more applications than availability. In the event the latter happens, OCCA holds a public random

drawing/lottery to determine admission for the impacted grade level, with the exception of existing scholars, who are guaranteed admission in the following school year. Public random drawing rules, deadlines, dates (late-March) and times (approx. 5:30pm) will be communicated in the application form and on the school website. Public notice of the date and time of the public random drawing is also posted once the application deadline has passed. OCCA also informs parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

- d. Waitlist practices, including how and when students are offered seats if they become available: Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Headmaster/ED). Separate lotteries are conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries take place on the same day in a single location. Lotteries are conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students are drawn from pools beginning with all applicants who qualify for the first preference category, and continue with that preference category until all vacancies within that grade level have been filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing continues until all spaces are filled and preference categories are exhausted in the order provided above. All applications drawn after reaching capacity in any grade level are placed on a wait-list for each respective grade level, in order of which they are drawn. If a vacancy occurs, OCCA notifies the parent/guardian by phone and letter and provides the parents with 72 hours to enroll the student. If the parent does not contact OCCA to accept the position for their student within this period, OCCA then contacts the parent of the next student on the wait-list for that grade level. OCCA maintains copies of documents relating to the lottery on file for one academic year to demonstrate the fair execution of lottery procedures.

8B. Enrollment Preferences or Lottery Exemption Assurances

CSP Nonregulatory Guidance (January 2014) allows for the following categories of enrollment preferences or lottery exemptions:

1. Students who are enrolled in a public school at the time it is converted into a public charter school;
2. Students who are eligible to attend, and are living in the attendance area of, a public school at the time it is converted into a public charter school;
3. Siblings of students already admitted to or attending the same charter school;

4. Children of a charter school's founders, teachers, and staff (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment); or
5. Children of employees in a work-site charter school, (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment).

ESEA 4310(2)(H)(ii) additionally allows for the following enrollment preference or lottery exemption:

1. Students who are enrolled in the immediate prior grade level of the affiliated charter school (such as a school that is part of the same charter school network).

California state law allows the following enrollment preferences or lottery exemptions:

1. Locally and State Board of Education authorized charter schools must comply with *EC* Section 47605(e)(2)(B) which states that "preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district."
2. Charter schools authorized as a countywide benefit charter must comply with *EC* 47605.6(e)(2)(B) which states that "preference shall be extended to pupils currently attending the charter school and pupils who reside in the county."

Per CSP Nonregulatory Guidance (January 2014), "Weighted lotteries (i.e., lotteries that give additional weight to individual students who are identified as part of a specified set of students, but do not reserve or set aside seats for individual students or sets of students) are permitted only in certain circumstances." Under this RFA, PCSGP subgrantees may not implement weighted lottery categories without prior approval by the U.S. Department of Education.

Provide one of the following responses.

☐ By checking this box, the applicant confirms that the school's authorizer-approved enrollment preference, lottery exemption, and weighted lottery categories only include the categories described above in compliance with CSP Nonregulatory Guidance (January 2014), *ESEA 4310(2)(H)(ii)*, or *EC* section 47605(e)(2)(B) or 47605.6(a)(2)(B).

or

Lottery Assurances (Include a copy or description of each contract with this application as Attachment D): If the school's authorizer-approved enrollment preferences, lottery exemptions, or weighted lottery include categories which are not included above, provide the following assurance and information on the charter school's letterhead, signed by the charter school administrator:

Orange County Classical Academy [Name of charter school] will implement only enrollment preference, lottery exemption, and weighted lottery categories that are

compliant with CSP Nonregulatory Guidance (January 2014), ESEA 4310(2)(H)(ii), and EC section 47605(e)(2)(B) or 47605.6(a)(2)(B) for the term of the PCSGP subgrant.

The school proposes the following timeline and/or schedule for its 2024–25 lottery: Open enrollment period for OCCA will be typically held during the month of February, for enrollment in the following school year. Following the open enrollment period each year, applications are counted to determine whether: A. additional open enrollment periods (to be communicated to the public) are required because all spaces were not filled or B. whether any grade level has received more applications than availability. In the event the latter happens, OCCA holds a public random drawing/lottery to determine admission for the impacted grade level, with the exception of existing scholars, who are guaranteed admission in the following school year. Public random drawing rules, deadlines, dates (late-March) and times (approx. 5:30pm) will be communicated in the application form and on the school website. Public notice of the date and time of the public random drawing is also posted once the application deadline has passed. OCCA also informs parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

Question 9. Needs Analysis

Describe how the proposed project would serve the interests and meet the needs of students and families in the communities the charter school intends to serve. The needs analysis, which may consist of information and documents previously submitted to an authorized public chartering agency to address need, must include, but is not necessarily limited to, the following:

Required for all applicants.

9A. Describe the local community support, including information that demonstrates interest in, and need for, the charter school; benefits to the community; and other evidence of demand for the charter school that demonstrates a strong likelihood the charter school will achieve and maintain its enrollment projections. Such information may include information on waiting lists for the proposed charter school or existing charter schools or traditional public schools; data on access to seats in high-quality public schools in the districts from which the charter school expects to draw students; and family interest in specialized instructional approaches proposed to be implemented at the charter school:

In every year of operation, Orange County Classical Academy's wait list has typically been around 1000 students. It is presently on its way to reaching that number with almost 750 students approximately two months before its lottery. Internal parent surveys consistently show approval of the school's execution of its mission, academic program, activities, and opportunities for parental involvement.

9B. Provide information on the proposed charter school's projected student enrollment, and evidence to support the projected enrollment based on the needs analysis and other relevant data and factors, such as the methodology and calculations used:

Because of a significant waitlist, OCCA's projected enrollment tends to match the number of its enrollment capacity. This year, OCCA's enrollment is 742 students. Next year, grades will expand to 10th grade, and an additional cohort will be added to third grade. Assuming these additional seats will be filled, the projected enrollment for next year is estimated to be 832 students.

9C. An analysis of the proposed charter school's projected student demographics and a description of the demographics of students attending public schools in the local community in which the charter school would be located and the school districts from which the students are, or would be, drawn to attend the charter school; a description of how the applicant plans to establish and maintain a racially and socio-economically diverse student body, including proposed strategies (that are consistent with applicable legal requirements) to recruit, admit, enroll, and retain a diverse student body. An applicant that is unlikely to establish and maintain a racially and socio-economically diverse student body at the proposed charter school because the charter school would be located in a racially or socio-economically segregated or isolated community, or due to the charter school's specific education mission, must describe:

9Ci. Why it is unlikely to be able to establish and maintain a racially and socio-economically diverse student body at the proposed charter school:

The demographic makeup of OCCA is a result of the outcome of a lottery of applicants and tends to reflect the makeup of that population of applicants. As a Classical Charter School and a California Distinguished School, OCCA's appeal draws families from many different backgrounds across the County of Orange and nearby LA County seeking an education that focuses on the cultivation of moral character and civic virtue as well as academic excellence. To the extent the demographic makeup of OCCA departs from what is considered diverse, it is a reflection of the nature of the appeal of such a model.

9Cii. How the anticipated racial and socio-economic makeup of the student body would promote the purposes of the CSP to provide high-quality educational opportunities to all students, which may include a specialized educational program or mission:

What is often unknown is that the pedagogy and curriculum offered by a classical charter school tends to serve students from racially diverse and socio-economically disadvantaged groups as well if not better than the average population. OCCA has recently published on its website a comparative analysis of the student assessments of its subgroups as compared to district and state outcomes which provides objective measures to support this. Its use of curricula

that reflects the most reliable research on effective teaching of literacy – explicit phonics, content-rich curriculum, mathematics – Singapore math, and writing – Institute for Excellence in Writing, not only achieves effective overall successful student outcomes but is particularly effective with otherwise underserved student subgroups such as English Learners, SPED students, economically disadvantaged students and students of color.

9Ciii. The anticipated impact of the proposed charter school on the racial and socio-economic diversity of the public schools and school districts from which students would be drawn to attend the charter school:

Like most classical charter schools, OCCA tends to draw broadly from families of homeschool educated, and private school educated students, not just public schools, and so any effect on the racial and socio-economic makeup of surrounding public schools has been minimal.

9D. A robust family and community engagement plan designed to ensure the active participation of families and the community that includes the following:

9Di. How families and the community were, are, or will be engaged in determining the vision and design for the charter school, including specific examples of how families' and the community's input was, is, or is expected to be incorporated into the vision and design for the charter school:

As mentioned previously, OCCA engages a large variety of different committees which parents and family members may choose to participate in, such as, the Academic Advisory Council, Academic Committee, Safety Committee, Playground Committee, Property Committee, Fundraising Committee, the Room Parents Committee for Lower School and Parent Steering committee for Upper School. This allows families to be engaged in the school community in their areas of interest. In addition, current parent surveys and responses have shown that families are very satisfied with how OCCA has realized its mission for its students, its academic program, and the opportunities it provides for parental input and involvement.

9Dii. How the charter school will meaningfully engage with both families and the community to create strong and ongoing partnerships:

Through vehicles like the Academic Advisory Council, Academic Committee, Safety Committee, Playground Committee, Property Committee, Fundraising Committee, the Room Parents committee for Lower School, and Parent Steering committee for Upper School, families are engaged in the school community and have conveyed through regular parent surveys their continued satisfaction with how OCCA has realized its mission for its students, its academic program, and the opportunities it provides for parental input and involvement.

9Diii. How the charter school will foster a collaborative culture that involves the families of all students, including underserved students, in ensuring their ongoing input in school decision-making:

OCCA programmatically meets with various parent groups each year, including parents of English Learners and SPED students, to ensure the school receives continuous feedback that informs instruction going forward.

9Div. How the charter school's recruitment, admissions, enrollment, and retention processes will engage and accommodate families from various backgrounds, including English learners, students with disabilities, and students of color, including by holding enrollment and recruitment events on weekends or during non-standard work hours, making interpreters available, and providing enrollment and recruitment information in widely accessible formats (e.g., hard copy and online in multiple languages; as appropriate, large print or braille for visually-impaired individuals) through widely available and transparent means (e.g., online and at community locations):

OCCA gives priority enrollment to students residing around its immediate neighborhood served by the neighboring Esplanade Elementary School. The student population is 91.8% Hispanic, 95.7% socio-economically disadvantaged, and 53.4% English Learners. OCCA also regularly reaches out to the local neighborhood with flyers and door-to-door canvassing, communicating in English and Spanish, as well as regularly reaching out to nearby media outlets like the Orange County Register to communicate our success, particularly with students from disadvantaged subgroups.

9Dv. How the charter school has engaged or will engage families and the community to develop an instructional model to best serve the targeted student population and their families, including students with disabilities and English learners:

As mentioned previously, among the parent groups OCCA programmatically meets with each year are parents of English Learners and SPED students to ensure the school receives continuous feedback that informs instruction going forward.

9E. How the plans for the operation of the charter school will support and reflect the needs of students and families in the community, including consideration of district or community assets and how the school's location, or anticipated location if a facility has not been secured, will facilitate access for the targeted student population (e.g., access to public transportation or other transportation options, the demographics of neighborhoods within walking distance of the school, and transportation plans and costs for students who are not able to walk or use public transportation to access the school):

While OCCA has no current plans to include bussing services at the school, it plans to use PCSGP funds to purchase a transportation vehicle that will allow the school to transport students in special circumstances that may require these services.

9F. A description of the steps the applicant has taken or will take to ensure that the proposed charter school:

(1) would not hamper, delay, or negatively affect any desegregation efforts in the community in which the charter school would be located and the public school districts from which students are, or would be, drawn to attend the charter school, including efforts to comply with a court order, statutory obligation, or voluntary efforts to create and maintain desegregated public schools; and

(2) to ensure that the proposed charter school would not otherwise increase racial or socio-economic segregation or isolation in the schools from which the students are, or would be, drawn to attend the charter school.

No such efforts have been implemented in the Orange County and nearby LA County areas that OCCA draws from.

As mentioned previously, OCCA draws broadly from families of homeschooled educated, and private school-educated students, not just public schools, and so any effect on the racial and socio-economic makeup of surrounding public schools has been minimal.

Question 10. Closure Plans and Procedures

Required for all applicants.

Describe clear plans and procedures to provide student records to another public school or school district in a timeline manner and to help students enrolled in the charter school to attend other high-quality schools, in the event that the applicant school closes or loses its charter:

OCCA has developed a clear plan and established procedures to provide student records to another public school and school district. The actions and timeline is describe below. In the event that OCCA closes or loses its charter, the closure will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. OCCA will promptly notify parents/guardians and students of the school, the OCDE, OCCA's SELPA, the retirement systems in which OCCA's employees participate, and the CDE of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the students' school districts of residence; and the manner in which parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements. OCCA will also

develop a list of students in each grade level and the classes they have completed, together with information on the students' districts of residence, which it will provide to the entity responsible for closure-related activities. Per 5 CCR Section 11962, OCCA will provide notification of the closure to CDE within ten calendar day of any official action taken by the chartering authority.

OCCA will follow State law regarding the transfer of student records per California Code of Regulations, Title 5 (5 CCR) Sections 11962 and 11962.1. All student records will be transferred to the authorizing District and/or County upon closure in a timely manner. If the authorizing District and/or County will not or cannot store the records, OCCA will work with the County Office of Education to determine a suitable alternative location for storage. As applicable, OCCA will promptly provide parents/guardians, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfer of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232(g). All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

In the event that OCCA closes or loses its charter, the school will ensure that the notification to the parents/guardians and students of the closure of the school provides information to assist parents/guardians and students in locating suitable alternative programs, including high-quality schools. This notice will be provided immediately following the Board's decision to close the school. OCCA will ensuring timely transfer of student records to the appropriate entity, ensuring families are aware of the closure process and the available options and support services, and working with local school district to advocate admission to displaced students due to school closure. OCCA will host a fair inviting representative from the local and neighboring Districts as well as high-quality private and charter schools in the area to meet with students and families. This way, OCCA can establish communication between families and potential new schools allowing for a smooth transition. OCCA will also work closely with the authorizing District and/or County to ensure a smooth transition and transfer of student records to minimize disruption in students' education. OCCA's Student Information System (SIS), which appropriate staff are trained to utilize, will serve as a tool to ensure student records are transferred promptly. All student records are confidential.

Question 11. Transportation Plans

Required for all applicants.

Describe the steps that the applicant has taken to consider and plan for the transportation needs of all students:

A primary complication for OCCA families is that OCCA resides on two different campuses. Grades TK-5 reside on a campus in Orange, and 6th grade and up will be on a campus in Santa Ana, approximately fifteen minutes away. Families with students on each campus found drop-off and dismissal logistically challenging.

One of our planned uses of PCSGP funds will be purchasing two vehicle to carpool students between campuses, alleviating this strain on families.

Question 12. Notification to the Authorizer

Required for all applicants.

Indicate the date and specify person at its charter authorizer the charter school notified of its intent to apply for a continuation of PCSGP funds (Include a copy of this notification with this application as Attachment E).

Date Charter Authorizer Contacted: 01/17/2025

Name of Person at Charter Authorizer Contacted: Aracely Chastain

Question 13. Quality Controls

Each applicant must describe the quality controls agreed to between the applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the State's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how the SE and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

Required for all applicants.

13A. Describe the quality controls agreed to between the applicant and the authorized public chartering agency involved. Describe the 15 required elements under 47605(c)(5) contained in the charter petition and identify the page number of the charter petition on which they are located:

OCCA agrees to and submits to the rights of the authorizer, the County, to make random visits and inspections in order to carry out its statutorily required oversights. Oversight responsibilities include monitoring school and student performance data, monthly meetings, reporting or other requested protocol to ensure the County will not be liable for the operation of the school. OCCA will promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

A. Educational Program (Pg. 23)

OCCA seeks to education students of all achievement levels in Orange County. It will be a diverse cross section of the community including academically low achieving students, socioeconomically disadvantaged students, English learners, and disabled students. It consists of a classical education with a main focus on teaching literacy and math but also art, music, recitation, rhetoric, Latin, history and

science. The goal is to graduate students who are highly literate, prepared to continue academic achievement, and ready to become responsible members of their community.

OCCA's robust academic program and training in the virtues is supported by a well-regulated campus that fosters positive relationships between students, parents, and teachers. Teachers and volunteers receive training before implementing curriculum or assisting in the classroom. Teaching methods are modified and differentiated as appropriate to meet student needs including English Learners and Students with Disabilities. Students have the opportunity of modeling real life situations and applying practice in real life through internships, community service, vocational programs, employment, travel and becoming mentors for others. There are also lectures, socratic discussions and written and oral examinations. Standards-aligned textbooks and classical and historical texts are the primary means of teaching the state standards. Specific curriculum will be stated in the SARC annually. Students are also allowed to participate in independent study on a case-by-case basis pursuant to the independent study policy adopted by the board and as provided under California law and regulations.

B. Measurable Pupil Outcomes (Pg. 55)

OCCA is committed to school-wide goals that align with California's eight identified state priorities. There are specified goals and measurable outcomes for each anticipated subgroups in the petition. An annual LCAP is also reviewed and revised based on current data and reported to the County.

C. Student Progress Measurement (Pg. 90)

OCCA believes assessments should be authentic, in a variety of ways (e.g., tests, observations, projects, standardized tests, classroom discussions, and term papers), on-going and lastly, it should promote and support reflection and self-evaluation. All students take the state mandated assessments, but the assessments designed by teachers are often more valuable because they provide an opportunity for feedback on student mastery of State Standards prior to the end of the course when there is still an opportunity to re-teach a subject matter until the students master it. The school participates in the California Assessment of Student Performance and Progress assessment system, CAST, and all other state-mandated assessments, including but not limited to the ELPAC and Physical Fitness Test/FITNESSGRAM.

Assessment data is used to close achievement gaps. Strategies include professional development to enhance instructional practices and methods, before and afterschool intervention programs, data analysis of subgroups, utilizing an MTSS data tracker to analyze data "in house."

Student progress are documented in standards-based report cards, available on the SARC and provided in the annual LCAP.

D. Governance Structure (Pg. 101)

OCCA is a directly-funded independent charter school and operate autonomously from the County, with the exception of the supervisory oversight by the authorizing agency as required by statute and other contracted services as may be negotiated between the County and the school. In accordance with Education Code Section 47604(c), the County Board may appoint arepresentative to sit on the Board. If the County Board chooses to do so, OCCA shall appoint an additional member as necessary to ensure that the Board is maintained with an odd number of directors. Board meetings are held in compliance with the Bylaws and OCCA agrees to adhere to the Brown Act.

Board meetings occur at least once a month (except for summer months) to review and act on its responsibilities. The meetings are led by a Board President who is elected annually by the Board at the annual organizational meetin of the Board of Directors. The Board shall adopt policies and internal controls designed to prevent fraud, embezzlement, and conflicts of interest, and to ensure the implementation and monitoring of such policies and controls.

E. Employee Qualifications (Pg. 110)

Each potential employee of OCCA will meet all applicable laws pertaining to employment including, but not limited to, furnishing the school with a criminal record summary as required by Education Code Section 44237. The screening process for new hires includes multiple interviews with a series of stakeholders and evaluation against hiring objectives and rubrics for the role. The relative merits of candidates are discussed amongst members of a hiring committee convened by the Superintendent, and the Superintendent makes a decision to hire, subject to approvals by the Board as required.

OCCA employs and retains teaching staff who hold the certificate, permit, or other documents issued by the Commission on Teacher Credentialing required for that teacher's certificated assignment. As authorized under Education Code Section 47605.6(l), the school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. All teachers shall possess a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code Sections 44339, 44340, and 44341. OCCA shall maintain current copies of all teacher credentials and make them readily available for inspection. Personnel policies are periodically reviewed by the Board and the Academy's legal counsel for compliance with applicable law.

F. Health and Safety Procedures (Pg. 130)

To provide safety for all students and staff, OCCA has adoped and implemented full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. Policies are subject to regular updating and amending based on many factors, including judicial rulings, amendments and additions to the Education Code or other

laws, and requirements of the school's insurance carrier, these policies may often be updated. The School Safety Plan which includes development of all topics pursuant to Education Code 32282(a)2(A)-(L) is reviewed and updated by March 1 of every year. As of July 1, 2024, OCCA has established, implemented, and maintains, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9. Effective July 1, 2025, OCCA will comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

G. Means to Achieve a Balance of Racial and Ethnic, Special Education, and EL Students (Pg. 139)

To maintain a student population balance that's reflective of the general population, OCCA implements multiple means of outreach. This includes open houses and information meetings, school website, community events, social media, online and printed advertising, and word of mouth. Flyers are posted in English and Spanish. Interpreters are provided at events as need to enable parents/guardians who do not speak English.

OCCA maintains an accurate accounting of the ethnic and racial balance of students enrolled in the school, as well as students with disabilities, and EL students, and continuously monitor that balance against the general population of Orange County, and implement recruitment strategies tailored towards those subgroups that may be underrepresented.

H. Student Admission Policies and Procedures (Pg. 167)

OCCA will actively recruit a diverse student population from throughout Orange County. Admission to the school is open to any resident of the state of California. No test or assessment is administered prior to acceptance and enrollment. OCCA will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

In accordance with Education Code Section 47605.6(e)(4)(A), OCCA shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605.6(e)(4)(C), the school shall not encourage a pupil currently attending OCCA to disenroll from the school or transfer to another school for any reason, including the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii).

OCCA and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605.6(e)(2)(B)(i)-(iv). The Board will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery policies and procedures may be refined in accordance with policies adopted by the Board of Directors. A copy of the revised policy will be provided to the County within 45 days of approval by the Board and prior to the enrollment period of the year of revision.

I. Financial Audit (Pg. 141)

An annual independent fiscal audit of the books and records of the OCCA will be conducted as required under Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The books and records of the school and the Corporation will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers K-12 Audit Guide. OCCA will also comply with County policies pertaining to audit requirements for charter schools.

The annual audit will be completed and forwarded to the County Superintendent, the State Controller, and the CDE by the 15th of December of each year. The Superintendent, along with the audit committee, will review any audit exceptions or deficiencies and report to OCCA's Board of Directors with recommendations on how to resolve them. The Board will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. The independent fiscal audit of the Academy is a public record to be provided to the public upon request.

The Board of Directors appoints an Audit Committee by January 1 of each year. The Audit Committee may include persons who are not members of the board, but may not include any school staff. In addition, any person with expenditure authorization or recording responsibilities employed by the school may not serve on the committee. The Audit Committee reviews any audit exceptions or deficiencies and reports recommendations on resolution to the Board. The Board reports to the County regarding how exceptions and deficiencies have been or will be resolved.

J. Student Suspension and Expulsion and Involuntary Removal Procedures (Pg. 143)

OCCA's full discipline policies is set forth in the Family Handbook which is printed and distributed annually to students and families. Such policies may be modified and amended without the need to seek a material revision of the charter as the amendment comport with legal requirements. The Academy will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Academy has a basis of

knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Following the Board of Directors' decision to expel, the Superintendent or designee will send written notice of the decision, including the Board's adopted findings of facts, to the student's parent/guardian. They will also send a copy of the written notice to expel to the chartering authority. The school will maintain a record of all suspension and expulsions and will be made available to the authorizer upon request.

The Board will decide whether to readmit a student after their expulsion term or admit a previous expelled student from another district based on a meeting with the Superintendent or designee, the student and their parent/guardian. The decision depends on the student's completion of a rehabilitation plan, potential threat to other or possible disruption to the school. The Superintendent will make a recommendation and the Board will make the final decision during a closed session, following Brown Act. The student's readmission is also contingent upon the school's capacity at the time.

K. Employee Retirement Systems (Pg. 164)

All qualifying employees may participate in a 403(b) retirement plan according to policies developed and adopted by the Board, as well as the federal social security system. The Superintendent is responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

L. Public School Attendance Alternatives (Pg. 171)

No student may be required to attend OCCA. Students who reside within the County who choose not to attend OCCA may attend the public school within the attendance area of their school district of residence or otherwise as provided by the policies of that school district, or at another school within their district of residence, or at another school district, through applicable intra- and inter-district transfer policies, or schools operated by the County, as applicable, according to County policy. Parents and guardians of each student enrolled in OCCA will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in OCCA, except to the extent that such a right is extended by the local education agency.

M. Rights of County Office and Education Employees (Pg. 172)

No public school district or County employee shall be required to work at OCCA. Employees of the County who leave County employment to work at OCCA and who later wish to return to the County shall be treated the same as any other former County employee seeking reemployment. OCCA shall not have any authority to confer any rights to return on County employees. However, County employees may have rights under County collective bargaining agreements, procedures and policies as they may be amended from time to time. OCCA makes no representations as to any such rights. Sick or vacation leave or years of service credit at the County or any

school district will not be transferred to OCCA. Employment by OCCA provides no rights of employment at any other entity, including any rights in the case of closure of OCCA.

N. Dispute Resolution (Pg. 165)

OCCA recognizes that it cannot bind the County to a dispute resolution procedure to which the County does not agree. Any changes will be considered as suggested by the County. If a dispute arises between OCCA and the County, the Superintendent or designee will meet to resolve it within 15 working days of the written request of either party. If unresolved within 7 days, a committee of two Board members from each side and one staff member from both side will meet within 30 days, or a longer period if agreed by both parties, to seek a resolution. If the committee is unable to resolve any dispute between the parties within 14 days or longer, the dispute will be submitted to a mediation with the costs split equally between the parties. If no agreement on the mediator is reached within 5 days, then the parties will request the State Mediation and Conciliation Service to provide a list of 7 mediators from which each parties will strike names alternatively until only one name remains.

If the County believes that the issue could result in revocation, that should be noted in the notice to OCCA. In such an event, the County shall not be obligated by the terms of the dispute resolution process as a precondition to revocation.

The County will not intervene in internal disputes without the consent of OCCA's Board unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked.

O. School Closure Procedures (Pg. 173)

Upon closure, OCCA will promptly notify parents and students of the school, the County, the SELPA, the retirement systems in which the OCCA's employees participate, and the CDE of the closure as well as the effective date of the closure. OCCA will ensure that the notification to the parents and students of the school closure provides information to assist them in locating suitable alternative programs. It will also develop a list of students in each grade level and the classes they have completed, together with the students' district of residence, which it will provide to the entity responsible for closure-related activities.

OCCA will follow State law regarding the transfer of student records per California Code of Regulations, Title 5 (5 CCR) Sections 11962 and 11962.1. All student records will be transferred to authorizing District and/or County upon closure in a timely manner. If the authorizing District and/or County will not or cannot store the records, OCCA shall work with the County Office of Education to determine a suitable alternative location for storage. As applicable, OCCA will provide parents/guardians, students and authorizing District and/or County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232(g). All state

assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

OCCA will prepare final financial records and complete an independent audit within 6 months of closure, covering all assets, liabilities, and restricted funds. The audit will be conducted by a Certified Public Accountant and sent to the County. Upon closure, OCCA's assets will be distributed in accordance with the Articles of Incorporation. Any assets acquired from the County or County property will be promptly returned. Annual and final reports will be filed as required.

13B. Identify the page number of the charter petition on which the following requirements under *EC* Section 47605(e)(1) are located:

13Bi. The charter school is nonsectarian in its programs, admissions policies, employment practices, and all other operations: Pg. 4

13Bii. The charter school shall not charge tuition: Pg. 4

13C. Describe additional quality controls contained in a Memorandum of Understanding or any additional contract or agreement with the charter authorizer: OCCA, the Board and OCDE are separate legal entities. OCDE will not be liable for the debts or obligations of OCCA arising from the performance of acts, errors, or omissions by the school. Within 10 days of board meetings, OCCA will make best efforts to provide OCDE with a complete audio or video recording of the open session portion of the meeting, and all materials provided to the Board. OCCA will update OCDE of any changes to the school board calendar within 10 business days. OCCA will provide Brown Act and conflict of interest training to its governing board members and administrative staff within 90 days of taking office or becoming employed or otherwise agreed with OCDE or the Board and at least once every year.

Invoices, purchase orders, and other appropriate documentation will be maintained by OCCA and shall be deemed to be public records subject to disclosure to OCDE upon request. Each year OCCA will make all records relating to the expenses of all affiliated charter school's available to OCDE and the auditor for review and audit. OCDE will receive written notice of all loans received by OCCA and repayment of all loans will be OCCA's responsibility.

The Board nor OCDE will act as a fiscal agent for OCCA. The school will 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. OCDE will only withdraw funds from the Orange County Treasury to a school owned bank account. No fund transfers will be made to a third party.

OCCA will provide certificates of insurance coverage to OCDE prior to opening and annually thereafter. It will defend and indemnify OCDE against liabilities and claims

related to its operations. The school will notify OCDE in writing within five (5) business days of any pending or actual litigation and/or formal claim from any party or notice of potential criminal infraction, criminal or civil action against OCCA or any employee, or request for information by any governmental agency to the extent permitted by law that is known to the school.

OCCA will ensure that all contracts for goods and services comply with the criteria noted in Title 5, section 11967.5.1 of California Code of Regulations. All records and information regarding implementation of the contract will be provided to OCDE in accordance with Education Code section 47640.3. OCCA will make every effort to ensure that vendors comply with all reasonable inquiries by OCDE.

OCCA must request a material revision to the charter petition in order to add additional facilities not described in the charter petition. Following an approved revision to the charter, OCDE will conduct, without unreasonable delay, a site visit of a new Charter School facility prior to students attending the new facilities. If OCCA moves or expands to another facility during the term of the charter, OCCA will provide a Certificate of Occupancy to OCDE for each facility before the school is scheduled to open or operate in the facility.

13D. Describe how a school's performance in the State's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter:

A school's success is measured by meeting educational goals and student outcomes. If they fail to meet set standards, then the school is not fully supporting students' needs and should not be considered for renewal and may lead to revocation.

13E. Describe how the charter authorizer involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school:

The charter authorizer provides oversight and performance monitoring services for the charter school. If the charter school is unable to improve in regards to financial, structural and operational factors after consistent feedback and support, the authorizer will reserve the right to revoke or not renew the school's charter.

Question 14. High-Quality Criteria – Replication and Expansion Applicants Only

Required for all Replication and Expansion applicants.

Each Replication or Expansion applicant must describe how they have met the following high-quality criteria and provide any applicable supporting documentation. Federal grant funds can be used for the operation of new charter schools and to replicate and expand existing high-quality charter schools as defined in 20 U.S.C. Section 7221(i)(8)(A) through

(D). For the purposes of the grant application, the CDE defines “high-quality” criteria, which aligns with federal CSP requirements, as follows:

20 U.S.C. Section 7221i(8)(A)

- For existing charter schools applying for subgrants to replicate or expand, the CDE has defined “strong academic results” as those schools that:
 - Meet the “high performing” track for renewal based on *EC* Section 47607 criteria, as adopted by the Legislature in Assembly Bill 1505, or
 - Meet the “middle performing” track for renewal based on *EC* Section 47607.2 criteria and:
 - Meet or exceed the district in which the charter school is physically located on academic performance indicators for English language arts and math.

20 U.S.C. Section 7221i(8)(B)

- The charter school has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance.

20 U.S.C. Section 7221i(8)(C-D)

- Evidence of increasing academic achievement for all students and each subgroup of students served by the charter school based on the charter school’s Local Control and Accountability Plan (LCAP), and
- Evidence of increasing graduation rates, if applicable, for all students and each subgroup of students served by the charter school.

All applicants for Replication and Expansion subgrants must meet the high-quality criteria in order to be awarded funds. All charter management organizations or non-profit organizations with authority over more than one charter school are only eligible to apply for Replication or Expansion subgrants and must meet the high-quality criteria for the charter school being replicated or expanded.

14a. 20 U.S.C. Section 7221i(8)(A) – Identify which criteria the replicating or expanding school meets:

1. Meet the “high performing” track for renewal based on *EC* Section 47607 criteria, as adopted by the Legislature in Assembly Bill 1505, or
2. Meet the “middle performing” track for renewal based on *EC* Section 47607.2 criteria and:

- Meet or exceed the district in which the charter school is physically located on academic performance indicators for English language arts and math.

N/A

14b. 20 U.S.C. Section 7221i(8)(B) – Provide an assurance from the charter administrator on school letterhead that the charter school that the school has had has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance in the past 3 years and that the school has provided CDE with all official communications from its authorizer (e.g. notices of concern, notices to cure, notices of violation, intent to revoke, etc). N/A

14c. 20 U.S.C. Section 7221i(8)(C-D) – Provide written description of how the charter school has met the following, with a link to the public posting of the school's LCAP.

1. Evidence of increasing academic achievement for all students and each subgroup of students served by the charter school based on the charter school's Local Control and Accountability Plan (LCAP), and
2. Evidence of increasing graduation rates, if applicable, for all students and each subgroup of students served by the charter school.

N/A