

**NEW OPPORTUNITIES ORGANIZATION, INC.
SPECIAL BOARD OF EDUCATION (VIRTUAL) MEETING**

Main Meeting Location

Family First Charter School

12500 Ramona Avenue, Hawthorne CA 90250

THIS MEETING WILL BE HELD VIA TELECONFERENCE - ZOOM MEETING LINK BELOW

THURSDAY, DECEMBER 9, 2021

OPEN SESSION AT 5:30 P.M.

(Prepared and distributed: 12/08/2021)

This legislative body conducts business under the meeting requirements of the Ralph M. Brown Act.

NOTICE OF INTENT TO RECORD

This meeting will be video tape recorded for purposes of recording the minutes. In consideration of others, please turn off all electronic devices before the start of the meeting.

MEETING AGENDA & RELATED MATERIALS

Agendas for regular board meetings as defined by the Brown Act will be posted at the meeting site and the legislative body's website, if applicable, 72 hours prior to the start of the meeting. Agendas for special meetings as defined by the Brown Act will be posted at the meeting site and the legislative body's website, if applicable, 24 hours prior to the start of the meeting. Materials relating to an agenda topic that is a matter of public record in open session, will be made available for public inspection 72 hours prior to the start of the meeting, or, alternatively, when the materials are distributed to at least a majority of board members.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

SPECIAL PRESENTATIONS MAY BE MADE

Notice is hereby given that, consistent with the requirements of the *Bagley-Keene Open Meeting Act*, special presentations not mentioned in the agenda may be made at this meeting. However, any such presentation will be for information only.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990*, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contacting the office of the Executive Director at 12500 Ramona Avenue, Hawthorne, CA 90250, (310) 355-0001, at least 48 hours prior to the meeting.

FOR MORE INFORMATION

For more information concerning this agenda or for materials relating to this meeting, please call the office of the Executive Director at 12500 Ramona Avenue, Hawthorne CA 90250, (310) 776-6479, at least 48 hours prior to the meeting.

TELECONFERENCE PARTICIPATION

Join Zoom Meeting <https://us02web.zoom.us/j/89676995750?pwd=R29CdTlvZjFBYVNVc2p2YXh2dHJqQT09>
Meeting ID **896 7699 5750** Passcode: **448096**

One tap mobile **+16699009128,,89676995750#,,,448096#**

For audio participation, please dial **+1 669 900 9128** Meeting ID: **896 7699 5750** Passcode: **448096**

CALL TO ORDER: _____ PM

a. FLAG SALUTE

b. ROLL CALL

Board Members:	Present	Absent
Bernie Konig, President	_____	_____
Francisco Carrillo, Clerk	_____	_____
Nora Roque, Treasurer	_____	_____
Lulu Camberos, Member	_____	_____
Mary Agnes Erlandson, Member	_____	_____

2. APPROVAL OF AGENDA

Motion:			
Second:			
Vote:			
Member	Aye	Nay	Abstain
Konig			
Carrillo			
Roque			
Camberos			
Erlandson			

3. PUBLIC COMMENTS

4. INFORMATIONAL ITEMS

- Approve Teleconferencing During a State of Emergency – Recurring
- Educator Effectiveness Plan 2021-26 Family First Charter – Carmen Rosas
- Educator Effectiveness Plan 2021-26 New Opportunities Charter – Carmen Rosas
- Proud Parenting Grant Program – Mariya Bauer

5. DISCUSSION & ACTION ITEMS

- Approve Teleconferencing During a State of Emergency

Motion:			
Second:			
Vote:			
Member	Aye	Nay	Abstain
Konig			
Carrillo			
Roque			
Camberos			
Erlandson			

b. Approve Proud Parenting Grant Program Resolution

Motion:			
Second:			
Vote:			
Member	Aye	Nay	Abstain
Konig			
Carrillo			
Roque			
Camberos			
Erlandson			

6. BOARD MEMBER REPORTS

7. EXECUTIVE DIRECTOR REPORT

a. Executive Director Report to the Board

8. ADJOURNMENT TIME : _____

Motion:			
Second:			
Vote:			
Member	Aye	Nay	Abstain
Konig			
Carrillo			
Roque			
Camberos			
Erlandson			

Next Board Meeting: December 9, 2021



TELECONFERENCING RULES DURING A STATE OF EMERGENCY

When Teleconferencing During a State of Emergency is Permissible

The School Board may hold a meeting via teleconferencing without complying with the requirements of Government Code section 54953(b)(3) in any of the following circumstances:

- The School Board holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing.
- The School Board holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.
- The School Board holds a meeting during a proclaimed state of emergency and has determined, by majority vote, that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

Requirements for Teleconferenced Meetings During a State of Emergency

If the School Board holds a teleconferenced meeting during a proclaimed state of emergency, the School Board shall do all of the following:

- Give notice of the meeting and post agendas as otherwise required by the Brown Act.
- Allow members of the public to access the meeting and the agenda shall provide an opportunity for members to address the School Board directly. The agenda shall also give notice of the means by which members of the public may access the meeting and offer public comment. These opportunities may be by call-in option or an internet-based service option. No physical location will be provided to the public.
- Conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties and the public at the board meeting.

Public Comment Rules

In the event of a disruption preventing the School Board from broadcasting the meeting or in the event of a disruption within the School's control that prevents the public from offering public comments using the call-in or internet-based service option, the School Board shall take no further action on items appearing on the meeting agenda until the public access to the meeting is restored. Actions taken on agenda items during a disruption that prevents the School from broadcasting the meeting may be challenged.

The School Board shall not require public comments to be submitted in advance of the meeting and must provide an opportunity for the public to address the School Board and offer comment in real time.

Public comment shall not be closed for any agenda item for which there is a time associated with public comment until that timed public comment period has elapsed.

The School's general public comment period shall not be closed for the duration for which there is a time associated with public comment.

Requirements to Continue Using Teleconferencing During a State of Emergency

If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with Government Code section 54953(b)(3), the School Board shall, not later than 30 days after teleconferencing for the first time and every 30 days thereafter, make the following findings by majority vote:

- The School Board has reconsidered the circumstances of the state of emergency.
- Any of the following circumstances exist: 1) The state of emergency continues to directly impact the ability of the members to meet safely in person; 2) State or local officials continue to impose or recommend measures to promote social distancing.

New Opportunities Charter School **Educator Effectiveness Funding Plan** **For the 2021-2026 Fiscal Years**

Background

Assembly Bill 130, Chapter 44, Section 22 renewed the Educator Effectiveness Block Grant Funding for county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

Funds are allocated on the basis of an equal amount per certificated and classified full-time equivalent as reported in the California Longitudinal Pupil Achievement Data System (CALPADS) and the California Basic Educational Data System (CBEDS) for the 2020-21 fiscal year.

The program funds may be expended during the 2021-22, 2022-23, 2023-24, 2024-25, and 2025-26 fiscal years.

The EEF are subject to the annual audits required by California *Education Code (EC)* Section 41020.

As a condition of receiving Educator Effectiveness funds, a school district, county office of education, charter school, or state special school is required to:

- On or before December 30, 2021, develop and adopt a plan delineating how the Educator Effectiveness funds will be spent including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.
- As a condition of apportionment, submit an annual data report and an annual expenditure report detailing information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, paraprofessional educators or classified staff that received professional development on or before September 30 of each year. In addition, as a condition of apportionment, a final data and expenditure report is also required to be submitted to the CDE on or before September 30, 2026.

Funding

The estimated amount of one-time funds to be received for this purpose is \$67,256.00

Plan

5% of the funds will be spent of the first school year. The remaining balance will be spent at a rate of 25% each school year. It is our intent to cover one or more areas of the below allowable purposes in coordination with our LCAP.

EEF may be used to support professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff. Funds can be expended for any of the following purposes:

1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.
2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
3. Practices and strategies that reengage pupils and lead to accelerated learning.
4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a school's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.
6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.
7. Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).
9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Presented to the Board of Trustees at a public meeting on December 9, 2021.

Adopted by the Board of Trustees at a public meeting on December 9, 2021.

Executive Director, Paul Guzman

Board President, Bernie Konig

NEW OPPORTUNITIES ORGANIZATION
New Opportunities Charter School
Educator Effectiveness Block Grant 2021-26
Expenditure Plan - Projected*

	Budgeted 2021-22	Budgeted 23	2022- Budgeted 24	2023- Budgeted 25	2024- Budgeted 26	2025- Budgeted 26	Total Funding
	\$3,362.80	\$15,973.30	\$15,973.30	\$15,973.30	\$15,973.30	\$15,973.30	\$67,256.00
1. Coaching and Mentoring	\$672.56	\$3,194.66	\$3,194.66	\$3,194.66	\$3,194.66	\$3,194.66	\$13,451.20

Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers and offering structured feedback and coaching systems organized around social-emotional learning, including but not limited to promoting teacher self-awareness, self-managment, social awareness, relationships, and responsible decision-maing skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

2. Professional Development	\$672.56	\$3,194.66	\$3,194.66	\$3,194.66	\$3,194.66	\$3,194.66	\$13,451.20
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Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology,engineering, mathematics., and computer science.

3. Pupil reengagement	\$672.56	\$3,194.66	\$3,194.66	\$3,194.66	\$3,194.66	\$3,194.66	\$13,451.20
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Practices and strategies that reengage pupils and lead to accelerated learning.

4. Mental Health and Possitive Behavioral Supports	\$672.56	\$3,194.66	\$3,194.66	\$3,194.66	\$3,194.66	\$3,194.66	\$13,451.20
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Practices to create a positive school climate, including but not limited to, restoratice justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming schoolwide culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

5. Effective Language Acquisition Supports	\$672.56	\$3,194.66	\$3,194.66	\$3,194.66	\$3,194.66	\$3,194.66	\$13,451.20
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Instruction and education to support implementing effective language acquisition programs for English learners, wich may include integrated language development within and across content areas, and building and strenghtening capacity to increase bilingual and biliterate proficiency.

Total Planned Expenditure by New Opportunities Charter School

\$67,256.00

Family First Charter School
Educator Effectiveness Funding Plan
For the 2021-2026 Fiscal Years

Background

Assembly Bill 130, Chapter 44, Section 22 renewed the Educator Effectiveness Block Grant Funding for county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

Funds are allocated on the basis of an equal amount per certificated and classified full-time equivalent as reported in the California Longitudinal Pupil Achievement Data System (CALPADS) and the California Basic Educational Data System (CBEDS) for the 2020-21 fiscal year.

The program funds may be expended during the 2021-22, 2022-23, 2023-24, 2024-25, and 2025-26 fiscal years.

The EEF are subject to the annual audits required by California *Education Code (EC)* Section 41020.

As a condition of receiving Educator Effectiveness funds, a school district, county office of education, charter school, or state special school is required to:

- On or before December 30, 2021, develop and adopt a plan delineating how the Educator Effectiveness funds will be spent including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.
- As a condition of apportionment, submit an annual data report and an annual expenditure report detailing information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, paraprofessional educators or classified staff that received professional development on or before September 30 of each year. In addition, as a condition of apportionment, a final data and expenditure report is also required to be submitted to the CDE on or before September 30, 2026.

Funding

The estimated amount of one-time funds to be received for this purpose is \$42,373.00

Plan

5% of the funds will be spent of the first school year. The remaining balance will be spent at a rate of 25% each school year. It is our intent to cover one or more areas of the below allowable purposes in coordination with our LCAP.

EEF may be used to support professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff. Funds can be expended for any of the following purposes:

1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.
2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
3. Practices and strategies that reengage pupils and lead to accelerated learning.

4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.
5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.
6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.
7. Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).
9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Presented to the Board of Trustees at a public meeting on December 9, 2021.

Adopted by the Board of Trustees at a public meeting on December 9, 2021.

Executive Director, Paul Guzman

Board President, Bernie Konig

NEW OPPORTUNITIES ORGANIZATION
Family First Charter School
Educator Effectiveness Block Grant 2021-26
Expenditure Plan - Projected*

	Budgeted 2021-22	Budgeted 23	2022- Budgeted 24	2023- Budgeted 25	2024- Budgeted 26	2025- Budgeted 27	Total Funding
	\$4,237.30	\$9,533.93	\$9,533.93	\$9,533.93	\$9,533.93	\$9,533.93	\$42,373.00
1. Coaching and Mentoring	\$847.46	\$1,906.79	\$1,906.79	\$1,906.79	\$1,906.79	\$1,906.79	\$8,474.60

Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers and offering structured feedback and coaching systems organized around social-emotional learning, including but not limited to promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

2. Professional Development	\$847.46	\$1,906.79	\$1,906.79	\$1,906.79	\$1,906.79	\$1,906.79	\$8,474.60
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Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

3. Pupil reengagement	\$847.46	\$1,906.79	\$1,906.79	\$1,906.79	\$1,906.79	\$1,906.79	\$8,474.60
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Practices and strategies that reengage pupils and lead to accelerated learning.

4. Mental Health and Positive Behavioral Supports	\$847.46	\$1,906.79	\$1,906.79	\$1,906.79	\$1,906.79	\$1,906.79	\$8,474.60
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Practices to create a positive school climate, including but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming schoolwide culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

5. Effective Language Acquisition Supports	\$847.46	\$1,906.79	\$1,906.79	\$1,906.79	\$1,906.79	\$1,906.79	\$8,474.60
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Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Total Planned Expenditure by Family First Charter School
\$42,373.00



PROUD PARENTING GRANT PROGRAM

WHEREAS the New Opportunities Organization desires to participate in Proud Parenting Grant Program funded through the California State General Fund and administered by the Board of State and Community Corrections (hereafter referred to as BSCC).

NOW, THEREFORE, BE IT RESOLVED that the Reentry & Student Support Services Director be authorized on behalf of the New Opportunities Organization Governing Board to submit the grant proposal for this funding and sign the Grant Agreement with the BSCC, including any amendments thereof.

BE IT FURTHER RESOLVED that grant funds received hereunder shall not be used to supplant expenditures controlled by this body.

BE IT FURTHER RESOLVED that the New Opportunities Organization agrees to abide by the terms and conditions of the Grant Agreement as set forth by the BSCC.

Passed, approved, and adopted by the New Opportunities Organization Governing Board in a meeting thereof held on December 9, 2021, by the following:

Ayes:

Notes:

Absent:

Signature: _____ Date: _____

Typed Name and Title: _____

ATTEST:

Signature: _____ Date: _____

Typed Name and Title: _____