



SPECIAL MEETING

December 8, 2021

4:00 p.m.

Location: *The public meeting will be conducted onsite with limited seating at 200 Kalmus Drive, Costa Mesa, CA 92880 and via YouTube live stream at <https://www.youtube.com/watch?v=c7Rb6q33N08>*

ORANGE COUNTY BOARD OF EDUCATION  
AGENDA  
Special Board Meeting

WELCOME

CALL TO ORDER

STATEMENT OF PRESIDING OFFICER: For the benefit of the record, this Special Meeting of the Orange County Board of Education is called to order.

ROLL CALL

INVOCATION

PLEDGE OF ALLEGIANCE

(\*)AGENDA

Special Meeting of December 8, 2021 – adoption

(\*)MINUTES

PUBLIC COMMENTS

CLOSED SESSION

CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION  
Significant exposure to litigation pursuant to subdivision (b) of Section 54956.9: (1 case)

STAFF RECOMMENDATIONS

- (\*) 1. Approval of Educator Effectiveness Block Grant for the Orange County Department of Education’s Alternative, Community, and Correctional Education Schools and Services (ACCESS) and Special Schools.
- (\*) 2. Approval of Educator Effectiveness Block Grant for the College and Career Preparatory Academy.

BOARD RECOMMENDATIONS

- 3. Redistricting Update - Douglas Johnson & Greg Rolan
- 4. Redistricting Public Hearing #3  
- Public Comments
- (\*) 5. Final Board approval 2021 Trustees Districts

ADJOURNMENT



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Nina Boyd  
Assistant Secretary, Board of Education

Next Special Board Meeting: Tuesday, December 21, 2021.

Next Regular Board Meeting: Wednesday, January 5, 2022 at 5:00 p.m. The meeting will be held onsite at 200 Kalmus Drive, Costa Mesa, CA 92880 with limited seating and via YouTube live stream.

Individuals with disabilities in need of copies of the agenda and/or the agenda packet or in need of auxiliary aides and services may request assistance by contacting Darou Sisavath, Board Clerk at (714) 966.4012.

(\* ) Printed items included in materials mailed to Board Members



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: December 8, 2021  
TO: Nina Boyd, Deputy Superintendent  
FROM: Christine Olmstead, Ed.D., Interim Chief Academic Officer  
SUBJECT: Educator Effectiveness Block Grant Funding Years 2021-2026 – OCDE  
Alternative, Community, and Correctional Education Schools and Services  
(ACCESS), and Special Schools

BACKGROUND:

Educator Effectiveness Block Grant provides funds to 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 may be used to support professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff.

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 calculated funding rate is available at [Educator Effectiveness Categorical Programs](#).

The local plan for the Educator Effectiveness Funds (EEF) needs to be heard in a public meeting of the governing board of the school district, the county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting. **This must take place on or before December 30, 2021.**

Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. An annual data and expenditure report will be due each year on or before September 30. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the California Department of Education (CDE). The EEF are subject to the annual audits required by California *Education Code (EC)* Section 41020.

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RECOMMENDATION:

Approval of Educator Effectiveness Block Grant for the Orange County Department of Education’s Alternative, Community, and Correctional Education Schools and Services (ACCESS) and Special Schools.

## Educator Effectiveness Funds (EEF) Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orange County Department of Education	Analee Kredel- Chief, Special Education Services Vern Burton- Assistant Superintendent - ACCESS	<a href="mailto:AKredel@ocde.us">AKredel@ocde.us</a> <a href="mailto:VBurton@ocde.us">VBurton@ocde.us</a>

Educator Effectiveness funds, found in California Education Code Section 41480 added by Section 22 of Assembly Bill 130 (Chapter 44, Statutes of 2021). as amended by Section 9 of AB 167 (Chapter 252, Statutes of 2021); allowed for funding to be disbursed to local educational agencies for purposes of enhancing the effectiveness of teachers and administrators be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years.

### Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control and Accountability Plan (LCAP)	The LCAP may be accessed on the OCDE’s website: <a href="https://ocde.us/ACCESS/CurriculumInstruction/Pages/default.aspx">https://ocde.us/ACCESS/CurriculumInstruction/Pages/default.aspx</a>
Expanded Learning Opportunities Grant Plan (ELO)	The ELO plan may be accessed on the OCDE’s website: <a href="https://ocde.us/ACCESS/Pages/default.aspx">https://ocde.us/ACCESS/Pages/default.aspx</a>
Elementary and Secondary School Emergency Relief (ESSER) III Plan	The ESSER III Plan is currently under review by CDE.

### Summary of Planned Educator Effectiveness Funds Expenditures

Below is a summary of the EFF funds received by the LEA and how the LEA intends to expend these funds to support professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff, meet students’ academic, social,

emotional, and mental health needs, so that learning communities for educators are able to engage in a meaningful classroom teaching experience.

**Total EEF funds received by the LEA**

<b>\$2,532,059.00</b>
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<b>Educator Effectiveness Actions</b>	<b>Total Planned EEF Expenditures 2021-26</b>
<ul style="list-style-type: none"> <li>Instructional leaders and staff participating in the CA MTSS Coaching for Excellence series as an effective, transformative and impactful professional learning opportunity to support students' academic progress.</li> </ul>	<p><b>\$215,552.00</b></p> <p>Funding for instructional leaders and staff to attend the CA MTSS Coaching for Excellence series to support student achievement during the 2022-2026 academic years.</p>
<ul style="list-style-type: none"> <li>Provide continuous support and training for paraeducators to support students in the areas of foundational literacy, math, restorative practices, and Universal Design for Learning (UDL) within the CA MTSS framework.</li> <li>Professional development in the effective use of using technology to support high quality instruction in the classroom and promote student learning.</li> </ul>	<p><b>\$100,000.00</b></p> <p>Funds for paraeducators to attend UDL trainings in 2021-2023, and ongoing for new hires in the 2023-2026 academic years.</p> <p><b>\$100,000.00</b></p> <p>Funds for instructional staff to attend technology related trainings to increase staff capacity in using technology in the classroom during the 2021-2026 academic years.</p>

Educator Effectiveness Actions	Total Planned EFF Expenditures 2021-26
<ul style="list-style-type: none"> <li>Professional development in designing strategies to differentiate instruction and implement UDL to reengage students in learning while addressing their social-emotional and mental health needs.</li> <li>Professional development opportunities for administrators to support their use of data to define and set goals while increasing instructional leadership capacity.</li> <li>Juvenile Court, Community and Alternative School Administrators of California (JCCASAC) Conference to network, share best practices, and learn from peers and experts in the field of alternative education.</li> </ul>	<p>\$100,000.00 Funds for instructional staff to attend training in the implementation of UDL strategies during the 2022-2026 academic years.</p> <p>\$100,000.00 Funding to provide consultation and training in the area of student data analysis during the 2021-2026 academic years.</p> <p>\$100,000.00 Funding for teachers and administrators to attend JCCASAC Conference, alternating between Northern and Southern California during the 2021-2026 academic years.</p>

Educator Effectiveness Actions	Total Planned EFF Expenditures 2021-26
<ul style="list-style-type: none"> <li>Professional collaborative opportunities for administrators with community partners to leverage student social-emotional learning in alignment with their academic development and achievement.</li> <li>Professional learning opportunities to develop a shared understanding regarding the impact of trauma and adversity on student achievement and staff instructional capacity with a goal of developing a professional self-care plan which in turn promotes resiliency.</li> </ul>	<p>\$200,000.00</p> <p>Funding for administrators to attend professional development in the area of social-emotional learning for student achievement and increase staff capacity during the 2022-2026 academic years.</p> <p>\$200,000.00</p> <p>Funds for instructional and support staff to attend professional trainings in the area of trauma informed practices to support students in their personal and academic development during the 2022-2026 academic years.</p>
<ul style="list-style-type: none"> <li>Professional learning opportunities to gain an understanding of equity and how its appropriate use can increase student engagement, build community, and support a healthy and positive learning environment for all students.</li> <li>Professional learning opportunities to explore available instructional materials that reflect diversity in order to foster a sense of community in the classroom designed to engage students in their learning and promote a healthy and safe environment for all.</li> </ul>	<p>\$100,000.00</p> <p>Funding for consultants to train and support instructional and support staff in the appropriate use of equitable practices to support a positive school culture and climate during the 2021-2026 academic years.</p> <p>\$200,000.00</p> <p>Funding for resources and materials for classrooms to support inclusive learning environments during the 2022-2026 academic years.</p>

Educator Effectiveness Actions	Total Planned EFF Expenditures 2021-26
<ul style="list-style-type: none"> <li>Professional development for engaging all students in learning mathematical concepts by providing instructional strategies and resources that are grounded in evidenced-based practices.</li> <li>Professional development in the use UDL practices with a Blended Learning program.</li> </ul>	<p>\$200,000.00</p> <p>Funding to provide professional development for all instructional staff in the area of math by partnering with the UCI-Math Project during the 2022-2026 academic years.</p> <p>\$200,000.00</p> <p>Funds to support all instructional staff attending professional trainings for the implementation of UDL strategies with Blended Learning through the use of online and in-person resources during the 2022-2026 academic years.</p>
<ul style="list-style-type: none"> <li>Professional development for all staff serving in an instructional setting to support best practices which most effectively elevates English language development (integrated and designated) into and through all academic content areas.</li> </ul>	<p>\$200,000.00</p> <p>Funds to provide Guided Language Acquisition Design (GLAD) training and coaching for all instructional staff during the 2022-2026 academic years.</p>

Educator Effectiveness Actions	Total Planned EFF Expenditures 2021-26
<ul style="list-style-type: none"> <li>• Training in Professional Learning Communities (PLC) for all certificated and classified staff to increase professional collaboration and promote an environment that fosters continual development of instructional strategies and practices to support student achievement.</li> </ul>	<p>\$216,507.00</p> <p>Funding for consultation and training in the area of Professional Learning Community (PLC) development for all instructional staff during the 2022-2026 academic years.</p>
<ul style="list-style-type: none"> <li>• Professional development to promote the State Seal of Civic Engagement, which broadens the knowledge and skills necessary for students to become civic ready, through their participating in the Orange County Civic Learning Institute and the UCI-History Project.</li> </ul>	<p>\$200,000.00</p> <p>Funding for a continuous partnership with the UCI-History Project to support students in Civic Engagement during the 2022-2026 academic years.</p>
<ul style="list-style-type: none"> <li>• Training and coaching for teachers in best practices in Early Childhood Education (ECE).</li> </ul>	<p>\$100,000.00</p> <p>Funding for teacher training and coaching in ECE best practices during the 2022-2026 academic years.</p>

Total EFF funds included in this plan	
	\$2,532,059.00

## Community Engagement

An LEA's decisions about how to use its Educator Effectiveness funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA in the development of EEF Expenditure Plan.

A description of how the LEA has incorporated feedback from community members from the development of other LEA Plans in the development of the EEF plan.

The LEA has offered a number of opportunities for educational partners to provide input including, but not limited to, virtual meetings and surveys available from existing LEA plans such as our Local Control and Accountability (LCAP) plan, Expanded Learning Opportunities Grant (ELO), Elementary and Secondary School Emergency Relief (ESSER III) and School Plan for Student Achievement (SPSA) as well as our distance learning and school reopening plan. These outreach and engagement opportunities garnered feedback from community members, Special Education administrators, school staff, families, students and advocates for our unduplicated pupils to determine actions and services that should be prioritized for our LEA to support achievement for all students.

Small group engagements included analysis of school, district, state, and local assessment data. Site leaders reviewed needs assessment data, student outcomes with attention to OCDE special learner populations, and attendance tracking in an effort to plan site level strategies that required improvement. While surveys from our community partners have crafted LEA plans focusing on ensuring funds are allocated toward teacher training, credentialing, professional learning and access to appropriate A-G courses and materials. This is in addition to requests for a focus on professional development for staff in the areas of social-emotional learning and trauma informed practices to increase student engagement and ensure they are equipped to learn and develop, personally and academically.

Data from this input indicates that investments in best practices and strategies that reengage pupils will lead to accelerated learning, staff/student self-awareness, self-management, and social awareness necessary for a positive and supportive educational environment. Implementation of the Universal Design for Learning strategies addressing the varied learning needs of all students.

Educator Effectiveness Funding allows us to supplement professional development, foster a collaborative culture, increase instructional capacity, and provide evidence-based resources as outlined in our existing LEA plans. This work will positively impact students, families, and the local community and reflect improved student educational outcomes.



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: December 8, 2021  
TO: Nina Boyd, Deputy Superintendent  
FROM: Christine Olmstead, Ed.D., Interim Chief Academic Officer  
SUBJECT: Educator Effectiveness Block Grant Funding Years 2021-2026 – College and Career Preparatory Academy

BACKGROUND:

Educator Effectiveness Block Grant provides funds to 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 may be used to support professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff.

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 calculated funding rate is available at [Educator Effectiveness Categorical Programs](#).

The local plan for the Educator Effectiveness Funds (EEF) needs to be heard in a public meeting of the governing board of the school district, the county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting. **This must take place on or before December 30, 2021.**

Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. An annual data and expenditure report will be due each year on or before September 30. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the California Department of Education (CDE). The EEF are subject to the annual audits required by California *Education Code (EC)* Section 41020.

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RECOMMENDATION:

Approval of Educator Effectiveness Block Grant for the College and Career Preparatory Academy.

## Educator Effectiveness Funds (EEF) Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
College and Career Preparatory Academy	Dave Connor-Principal	<a href="mailto:Dconnor@ocde.us">Dconnor@ocde.us</a>

Educator Effectiveness funds, found in California Education Code Section 41480 added by Section 22 of Assembly Bill 130 (Chapter 44, Statutes of 2021). as amended by Section 9 of AB 167 (Chapter 252, Statutes of 2021); allowed for funding to be disbursed to local educational agencies for purposes of enhancing the effectiveness of teachers and administrators be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years.

### Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
CCPA's Local Control and Accountability Plan (LCAP)	The LCAP may be accessed on CCPA's website: <a href="https://ocde.us/CCPA/Pages/Charter-LCAP.aspx">https://ocde.us/CCPA/Pages/Charter-LCAP.aspx</a>
Expanded Learning Opportunities Grant Plan (ELO)	The ELO plan may be accessed on CCPA's website: <a href="https://ocde.us/CCPA/Documents/CCPA%20ELO%20Grant_Final_050221.pdf">https://ocde.us/CCPA/Documents/CCPA%20ELO%20Grant_Final_050221.pdf</a>
OCDE ESSER III Plan	The ESSER III Plan is currently under review by CDE.

# Summary of Planned Educator Effectiveness Funds Expenditures

Below is a summary of the EFF funds received by the LEA and how the LEA intends to expend these funds to support professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff, meet students' academic, social, emotional, and mental health needs, so that learning communities for educators are able to engage in a meaningful classroom teaching experience.

## Total EFF funds received by the LEA

\$64,973.00
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Educator Effectiveness Actions	Total Planned EFF Expenditures 2021-26
<ul style="list-style-type: none"> <li>Professional development for all staff serving in an instructional setting to support best practices which most effectively elevates English language development (integrated and designated) into and through all academic content areas.</li> <li>Professional development in the area of using technology for effective instruction in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>\$6,110: Funds to provide Guided Language Acquisition Design (GLAD) training and coaching for all instructional staff during the 2021-2026 academic years.</li> <li>\$31,250: Funds for instructional staff to attend technology related trainings during the 2021-2026 academic years.</li> </ul>
<ul style="list-style-type: none"> <li>Provide opportunities for administration and staff to attend alternative education conferences. Juvenile Court, Community and Alternative School Administrators of California (JCCASAC) Conference - network, share best practices, and learn from each other and experts in the field.</li> </ul>	<ul style="list-style-type: none"> <li>\$15,000: Funding for teachers and administrators to attend JCCASAC Conference, alternating between Northern and Southern California during the 2021-2026 academic years.</li> </ul>

Educator Effectiveness Actions	Total Planned EFF Expenditures 2021-26
<ul style="list-style-type: none"> <li>Professional learning opportunities to develop a shared understanding about the impact of trauma and adversity on students and staff as well as strategies to create a professional and self-care plan and promote resiliency.</li> <li>Professional learning opportunities that support academic, career development within the CA MTSS framework to enhance student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>\$1,800: Funding for all staff to attend professional development in the area of social-emotional learning in support of students and staff during the 2021-2026 academic years.</li> <li>\$2,000: Funding for counselors and resource staff to attend conference that student's social and emotional well-being in support of student achievement.</li> </ul>
<ul style="list-style-type: none"> <li>Provide opportunities for administration and staff to attend conferences which focus on independent study best practices. California Consortium for Independent Study</li> </ul>	<ul style="list-style-type: none"> <li>\$8,800: Funding for teachers and administrators to attend California Consortium for Independent Study conferences during the 2021-2026 academic years.</li> </ul>

**Total EFF funds included in this plan**

\$64,973.00
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# Community Engagement

An LEA's decisions about how to use its Educator Effectiveness funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA in the development of EEF Expenditure Plan.

A description of how the LEA has incorporated feedback from community members from the development of other LEA Plans in the development of the EEF plan.

To ensure involvement of our educational partners, CCPA's School Advisory Committee elicits input from our community partners, local business executives, CCPA staff, students and parents. The School Advisory Committee represents an organizational and technical design to ensure CCPA remains a viable enterprise, with active and effective representation of interested parties supporting a successful educational program. The School Advisory Committee represents the diverse interests of the students and staff that make up the local school community. In an effort to gather meaningful input from all educational partners, various methods of acquiring input was conducted. Meetings via web-conferencing, phone calls, surveys online and over the phone in various languages, and committees were conducted to solicit input for use of funding to support student's education recovery. Feedback from the community and staff during the OCBE board meetings where CCPA's LCAP was presented also helps to inform the direction of the program. Individuals wishing to provide input during those meetings joined virtually or submitted written comments via email. Ultimately, CCPA included educational partners' feedback in the following ways:

- CCPA School Advisory Committee meeting held for public hearing and open to public comments, available through web-conferencing and phone call in.
- DELAC meeting held for parent questions and feedback.
- Online surveys conducted to gather feedback from students, teachers, staff, community partners and parents.
- Emailed and texted survey to parents in English and Spanish.
- Phone surveys conducted in English and Spanish for Parents.
- Daily meetings with staff that discussed the Learning Continuity and Attendance Plan.
- Surveys/phone calls/meetings with educational partners from school administration, Project Liaison, SRTs, and Counselor on a weekly basis.

Small group engagements included analysis of school, district, state, and local assessment data. Staff and community partners reviewed data collection needs, student outcomes, attention to special learner populations, and attendance tracking in an effort to plan school strategies for improvement. While surveys from our community partners have crafted LEA plans which focus on ensuring funds are allocated towards teacher training, credentials, professional learning and access to appropriate A-G materials. This is in

addition to requests for a larger focus on professional development for staff in both the areas of socio-emotional learning for themselves and students to meet socio-emotional needs.

Data from these engagements indicate that investments in practices and strategies that reengage pupils in an independent study model and lead to accelerated learning, staff/student self-awareness, self-management, social awareness, universal design for learning for all students and students with language acquisition, and different learning needs through education-related professional learning for our instructional staff teachers, administrators, paraprofessionals and classified staff strengthen our learning communities. Educator Effectiveness Funding allow us to supplement professional development, instructional collaboration, and resources outlined in our existing LEA plans that will ultimately positively impact our adult students, and the local community throughout improved student educational outcomes.



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: December 8, 2021

TO: Nina Boyd, Deputy Superintendent

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

SUBJECT: Redistricting 2021

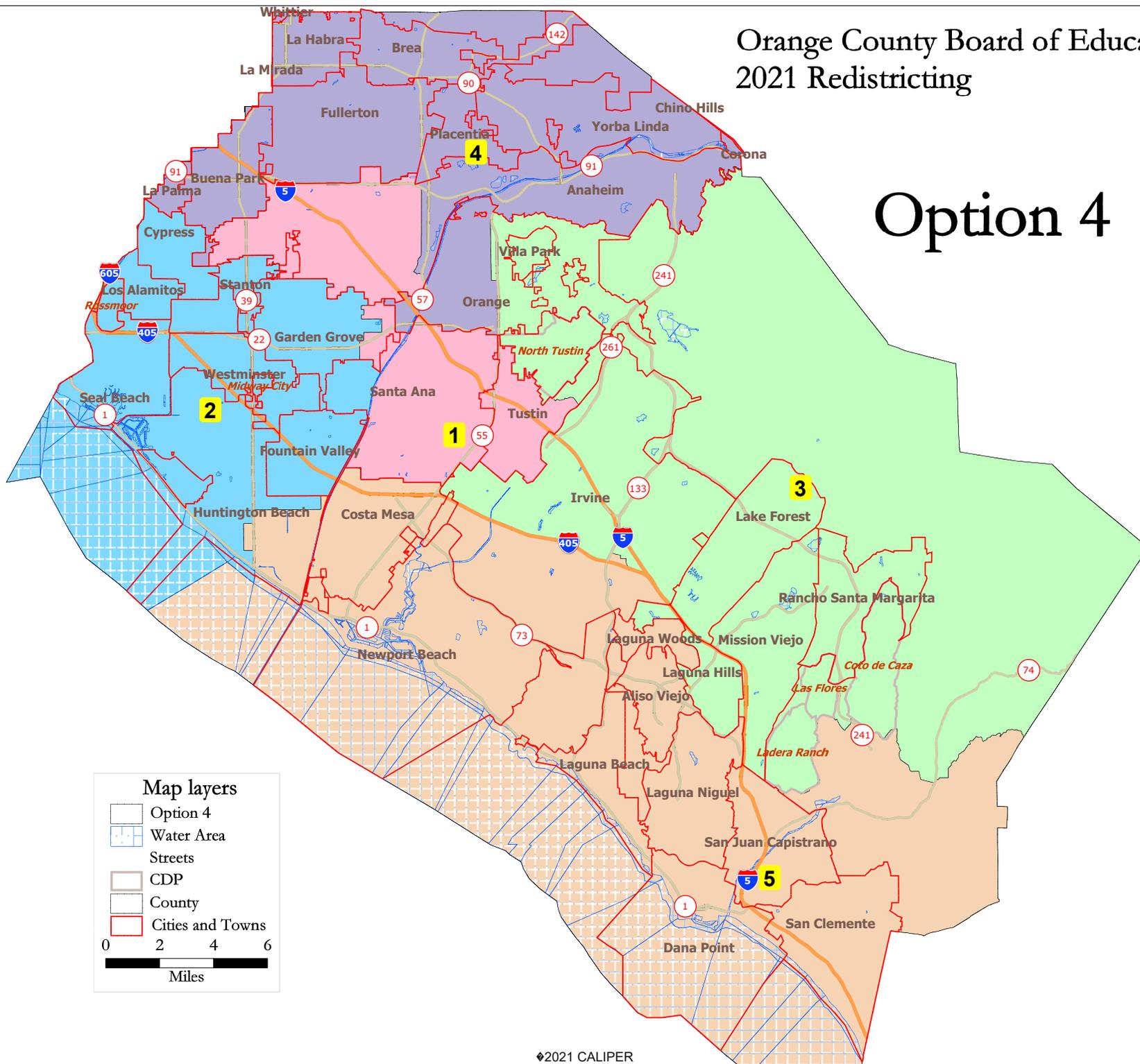
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DESCRIPTION:

Final Board approval on 2021 Trustees Districts

# Orange County Board of Education 2021 Redistricting

## Option 4



Option 4

District		1	2	3	4	5	Total
	Total Pop	639,794	638,653	638,150	638,964	637,445	3,193,006
	Deviation from ideal	1,193	52	-451	363	-1,156	2,349
	% Deviation	0.19%	0.01%	-0.07%	0.06%	-0.18%	0.37%
Total Pop	% Hisp	66.7%	28%	18%	37%	20%	34%
	% NH White	14%	32%	47%	34%	60%	38%
	% NH Black	2%	2%	2%	2%	2%	2%
	% Asian-American	15%	35%	30%	24%	15%	24%
Citizen Voting Age Pop	Total	342,939	437,073	411,075	418,049	448,630	2,057,766
	% Hisp	52%	20%	14%	28%	14%	25%
	% NH White	26%	43%	61%	47%	71%	51%
	% NH Black	3%	2%	2%	3%	2%	2%
	% Asian/Pac.Isl.	19%	33%	22%	21%	12%	21%
Voter Registration (Nov 2020)	Total	269,996	370,488	384,230	361,972	407,882	1,794,568
	% Latino est.	54%	19%	13%	28%	11%	23%
	% Spanish-Surnamed	49%	17%	12%	26%	10%	21%
	% Asian-Surnamed	13%	27%	14%	13%	7%	15%
	% Filipino-Surnamed	2%	1%	1%	2%	1%	2%
	% NH White est.	32%	52%	68%	56%	79%	59%
	% NH Black	3%	2%	2%	3%	2%	2%
Voter Turnout (Nov 2020)	Total	210,179	312,193	339,319	309,345	360,499	1,531,535
	% Latino est.	51%	17%	13%	26%	10%	21%
	% Spanish-Surnamed	47%	16%	12%	24%	10%	19%
	% Asian-Surnamed	13%	26%	14%	13%	6%	14%
	% Filipino-Surnamed	2%	1%	1%	2%	1%	1%
	% NH White est.	33%	54%	69%	57%	80%	61%
	% NH Black	3%	2%	2%	3%	2%	2%
Voter Turnout (Nov 2018)	Total	131,117	213,708	241,453	215,193	265,673	1,067,144
	% Latino est.	48%	16%	11%	23%	9%	19%
	% Spanish-Surnamed	45%	15%	11%	22%	9%	17%
	% Asian-Surnamed	11%	22%	11%	10%	5%	12%
	% Filipino-Surnamed	2%	1%	1%	2%	1%	1%
	% NH White est.	37%	60%	73%	63%	82%	66%
	% NH Black est.	3%	2%	2%	3%	1%	2%
ACS Pop. Est.	Total	664,058	640,123	620,773	624,547	618,521	3,168,023
Age	age0-19	29%	23%	26%	25%	22%	25%
	age20-60	57%	54%	55%	56%	54%	55%
	age60plus	14%	23%	20%	20%	25%	20%
Immigration	immigrants	40%	34%	27%	28%	21%	30%
	naturalized	41%	66%	59%	56%	56%	55%
Language spoken at home	english	28%	51%	65%	58%	72%	54%
	spanish	58%	19%	11%	24%	13%	25%
	asian-lang	11%	27%	16%	14%	8%	15%
	other lang	3%	3%	9%	5%	7%	5%
Language Fluency	Speaks Eng. "Less than Very Well"	32%	24%	12%	17%	9%	19%
Education (among those age 25+)	hs-grad	42%	42%	30%	40%	32%	37%
	bachelor	15%	22%	35%	26%	33%	26%
	graduatedegree	6%	11%	21%	13%	21%	15%
Child in Household	child-under18	44%	33%	37%	35%	26%	34%
Pct of Pop. Age 16+	employed	68%	63%	67%	66%	64%	66%
Household Income	income 0-25k	15%	15%	9%	11%	13%	13%
	income 25-50k	21%	17%	10%	15%	13%	15%
	income 50-75k	20%	15%	11%	16%	13%	15%
	income 75-200k	39%	41%	47%	45%	41%	43%
	income 200k-plus	6%	12%	23%	13%	21%	16%
Housing Stats	single family	52%	68%	74%	70%	63%	66%
	multi-family	48%	32%	26%	30%	37%	34%
	rented	58%	43%	33%	40%	43%	43%
	owned	42%	57%	67%	60%	57%	57%

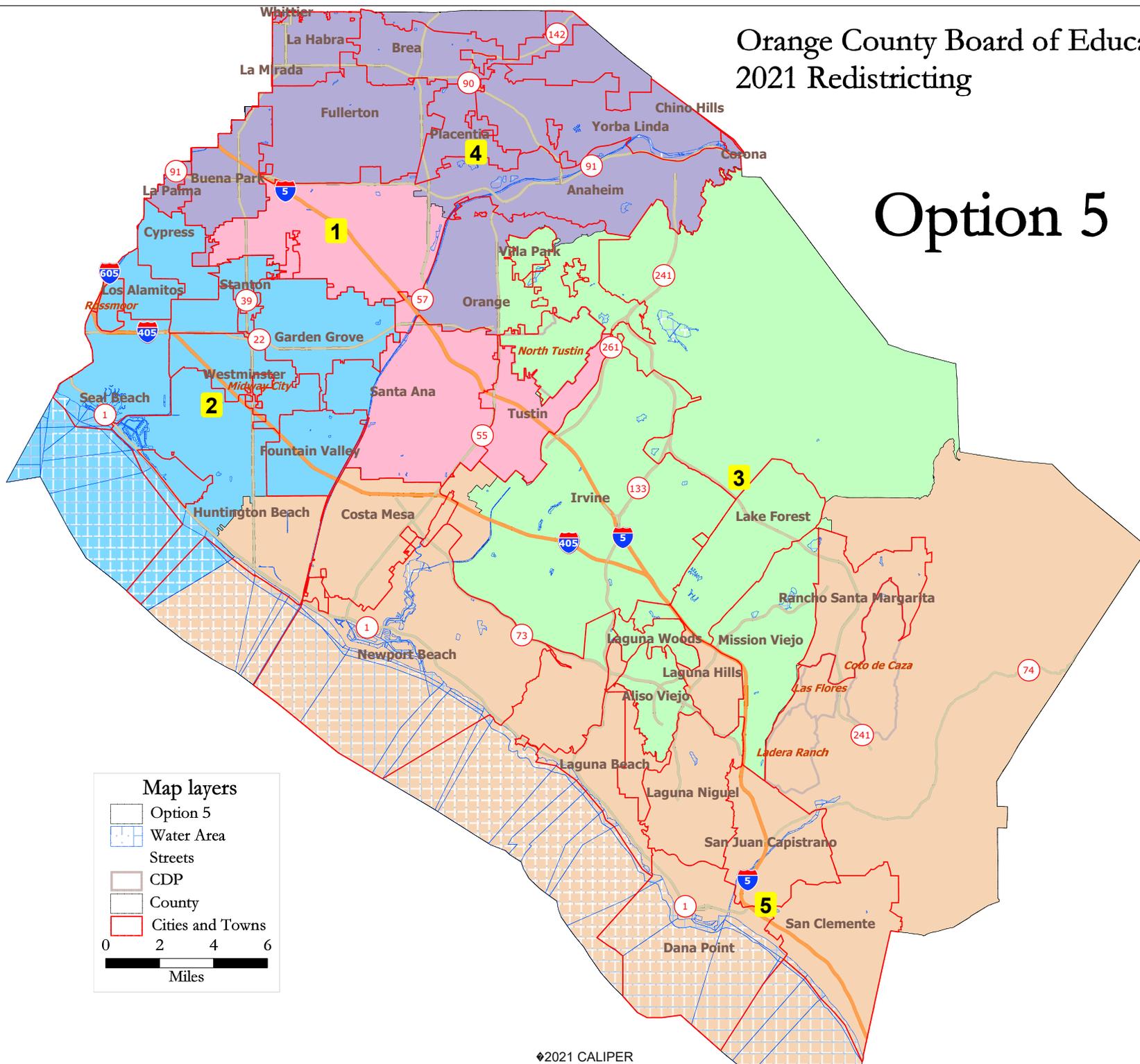
Total population data from the 2020 Decennial Census.

Surname-based Voter Registration and Turnout data from the California Statewide Database.

Latino voter registration and turnout data are Spanish-surname counts adjusted using Census Population Department undercount estimates. NH White and NH Black registration and turnout counts estimated by NDC. Citizen Voting Age Pop., Age, Immigration, and other demographics from the 2015-2019 American Community Survey and Special Tabulation 5-year data.

# Orange County Board of Education 2021 Redistricting

## Option 5



Option 5

District		1	2	3	4	5	Total
	Total Pop	638,600	638,602	638,601	638,601	638,602	3,193,006
	Deviation from ideal	-1	1			1	2
	% Deviation	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total Pop	% Hisp	65.6%	30%	17%	37%	21%	34%
	% NH White	15%	30%	45%	34%	63%	38%
	% NH Black	2%	2%	2%	2%	1%	2%
	% Asian-American	15%	36%	32%	24%	11%	24%
Citizen Voting Age Pop	Total	344,619	432,683	403,750	415,852	460,862	2,057,766
	% Hisp	51%	22%	14%	28%	14%	25%
	% NH White	27%	41%	60%	47%	74%	51%
	% NH Black	3%	2%	2%	3%	2%	2%
	% Asian/Pac.Isl.	18%	34%	24%	21%	10%	21%
Voter Registration (Nov 2020)	Total	272,258	362,436	371,403	363,946	424,525	1,794,568
	% Latino est.	53%	20%	13%	28%	11%	23%
	% Spanish-Surnamed	48%	19%	12%	25%	11%	21%
	% Asian-Surnamed	12%	28%	16%	13%	5%	15%
	% Filipino-Surnamed	2%	1%	1%	2%	1%	2%
	% NH White est.	33%	49%	67%	56%	80%	59%
	% NH Black	3%	2%	2%	3%	2%	2%
Voter Turnout (Nov 2020)	Total	213,250	303,976	326,449	311,365	376,495	1,531,535
	% Latino est.	50%	19%	12%	26%	11%	21%
	% Spanish-Surnamed	45%	17%	11%	24%	10%	19%
	% Asian-Surnamed	13%	28%	15%	13%	5%	14%
	% Filipino-Surnamed	2%	1%	1%	2%	1%	1%
	% NH White est.	35%	51%	68%	58%	81%	61%
	% NH Black	3%	2%	2%	3%	2%	2%
Voter Turnout (Nov 2018)	Total	134,048	206,918	234,383	216,928	274,867	1,067,144
	% Latino est.	47%	17%	11%	23%	9%	19%
	% Spanish-Surnamed	43%	16%	11%	21%	9%	17%
	% Asian-Surnamed	11%	23%	12%	10%	4%	12%
	% Filipino-Surnamed	2%	1%	1%	2%	1%	1%
	% NH White est.	39%	58%	72%	63%	84%	66%
	% NH Black est.	3%	2%	2%	3%	1%	2%
ACS Pop. Est.	Total	660,289	643,050	602,064	624,048	638,572	3,168,023
Age	age0-19	28%	24%	24%	25%	23%	25%
	age20-60	57%	54%	55%	55%	54%	55%
	age60plus	14%	23%	21%	20%	23%	20%
Immigration	immigrants	40%	35%	30%	27%	18%	30%
	naturalized	41%	66%	57%	57%	58%	55%
Language spoken at home	english	29%	48%	62%	58%	76%	54%
	spanish	57%	21%	10%	24%	13%	25%
	asian-lang	11%	27%	18%	13%	5%	15%
	other lang	3%	3%	10%	5%	6%	5%
Language Fluency	Speaks Eng. "Less than Very Well"	31%	26%	13%	17%	8%	19%
Education (among those age 25+)	hs-grad	42%	42%	29%	40%	33%	37%
	bachelor	15%	22%	34%	26%	33%	26%
	graduatedegree	6%	10%	23%	14%	20%	15%
Child in Household	child-under18	44%	34%	33%	35%	28%	34%
Pct of Pop. Age 16+	employed	68%	63%	64%	66%	67%	66%
Household Income	income 0-25k	15%	15%	12%	11%	10%	13%
	income 25-50k	20%	17%	11%	15%	12%	15%
	income 50-75k	19%	16%	12%	15%	12%	15%
	income 75-200k	39%	41%	45%	45%	42%	43%
	income 200k-plus	6%	11%	20%	14%	23%	16%
Housing Stats	single family	52%	68%	69%	70%	67%	66%
	multi-family	48%	32%	31%	30%	33%	34%
	rented	57%	43%	37%	39%	39%	43%
	owned	43%	57%	63%	61%	61%	57%

Total population data from the 2020 Decennial Census.

Surname-based Voter Registration and Turnout data from the California Statewide Database.

Latino voter registration and turnout data are Spanish-surname counts adjusted using Census Population Department undercount estimates. NH White and NH Black registration and turnout counts estimated by NDC. Citizen Voting Age Pop., Age, Immigration, and other demographics from the 2015-2019 American Community Survey and Special Tabulation 5-year data.