

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orange County Department of Education

CDS Code: 30103063030764

School Year: 2023-24

LEA contact information:

Ramon Miramontes, Ed.D.

Deputy Superintendent

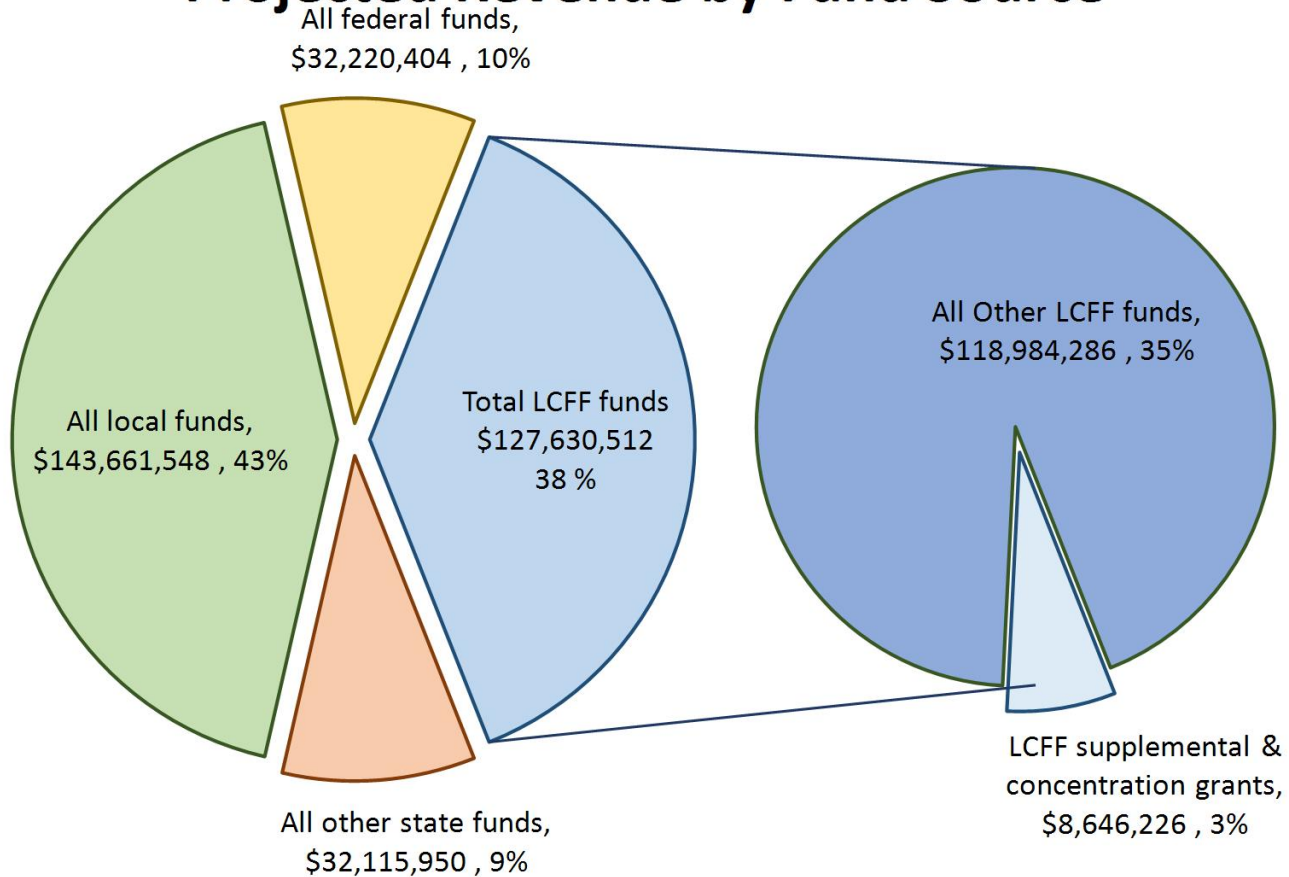
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source



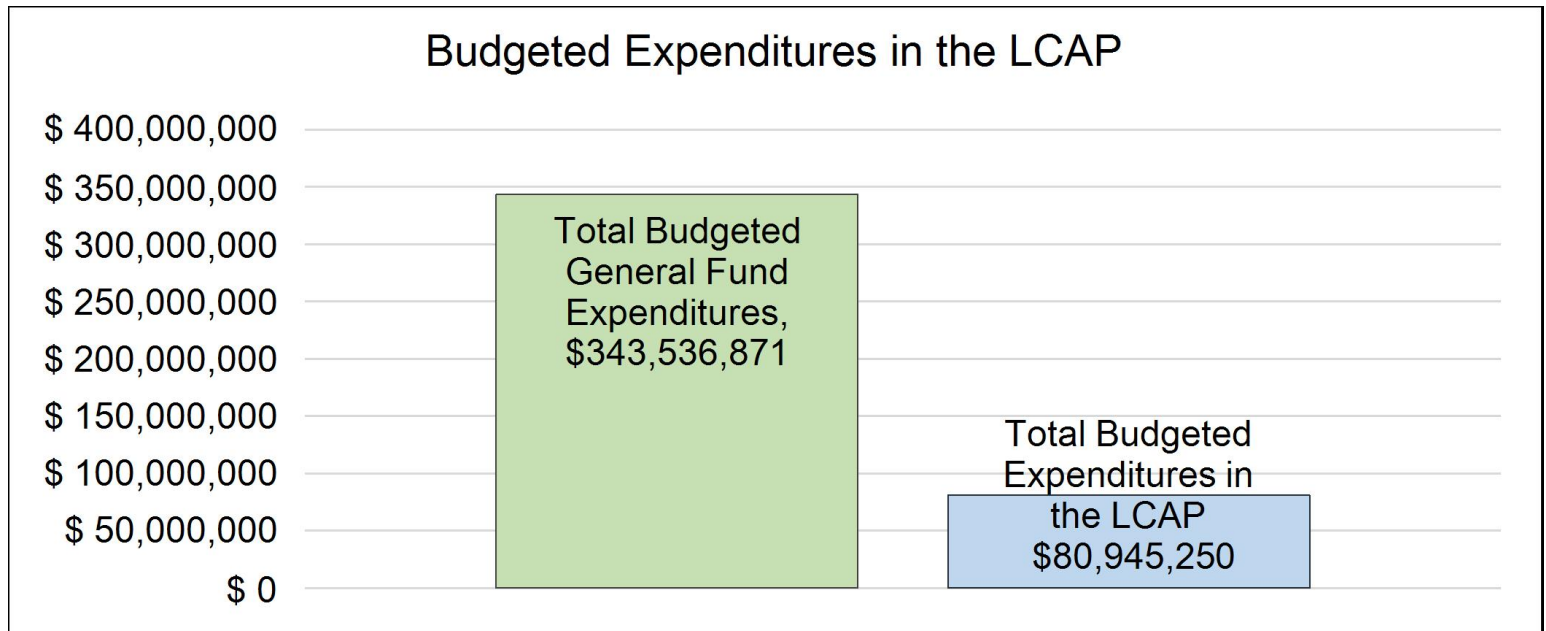
This chart shows the total general purpose revenue Orange County Department of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orange County Department of Education is \$335,628,414, of which \$127,630,512 is Local Control Funding Formula (LCFF), \$32,115,950 is

other state funds, \$143,661,548 is local funds, and \$32,220,404 is federal funds. Of the \$127,630,512 in LCFF Funds, \$8,646,226 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Orange County Department of Education plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Orange County Department of Education plans to spend \$343,536,871 for the 2023-24 school year. Of that amount, \$80,945,250 is tied to actions/services in the LCAP and \$262,591,621 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The goal of the Orange County Department of Education's (OCDE) Local Control and Accountability Plan (LCAP) is to provide educational partners with a description of the services being provided to students in the LCAP and do not include the General Fund services and programs already in place to promote positive student outcomes and support districts.

OCDE's vision is that "Orange County students will lead the nation in college and career readiness and success," and we play a supportive role in the fulfillment of this vision in collaboration with educators at all levels of student development, from early childhood through higher education, and in partnership with families, businesses, and community organizations. We believe that to lead the nation in college and career readiness and success is a high ambition, but within the reach of Orange County students. As a county office, OCDE is required to provide mandatory services to the school districts within Orange County. We are mandated to provide fiscal oversight and oversight of the Local Control and Accountability Plans for 28 school districts in Orange County. As a county office, we incorporate expenditures to help support the various functions needed to help our districts, community colleges, and special agencies. We provide payroll, retirement reporting and check disbursement for school districts, community colleges, and special districts, and we partner with districts to provide a financial system of support, legal services, and credentialing services.

OCDE is a leader in assisting our districts in meeting state standards and providing technical assistance for their Local Control and Accountability Plans by offering professional development opportunities. We are also required to provide Differentiated Assistance to districts that have been identified as needing these additional services

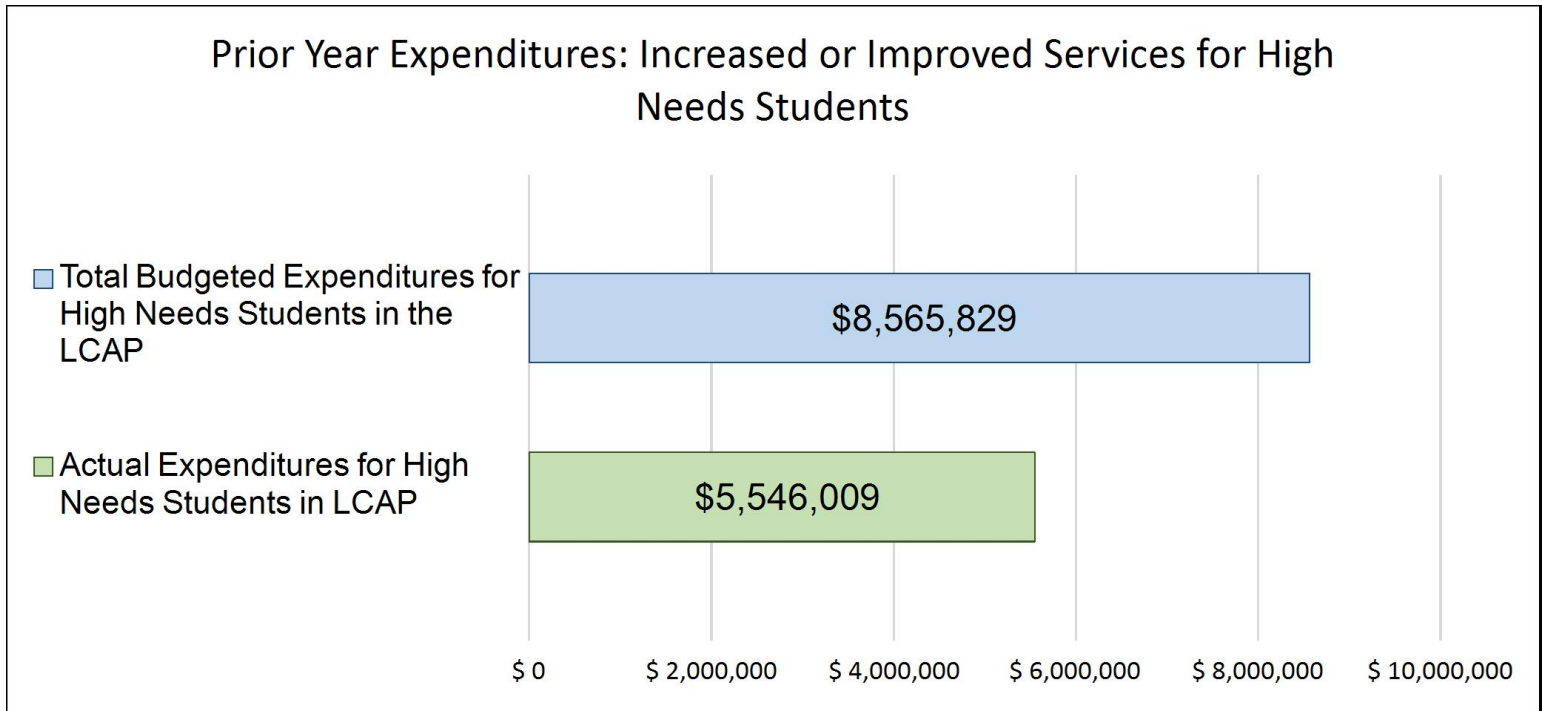
under the statewide system of support. OCDE has committed resources to providing support from early childhood to higher learning.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Orange County Department of Education is projecting it will receive \$8,646,226 based on the enrollment of foster youth, English learner, and low-income students. Orange County Department of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Orange County Department of Education plans to spend \$16,423,989 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Orange County Department of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Orange County Department of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Orange County Department of Education's LCAP budgeted \$8,565,829 for planned actions to increase or improve services for high needs students. Orange County Department of Education actually spent \$5,546,009 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$3,019,818 had the following impact on Orange County Department of Education's ability to increase or improve services for high needs students:

As described in the Goal Analysis section of each LCAP Goal, the majority of differences between Budgeted expenditures and Actual expenditures for high needs students were the result of reduced costs for trainings and hiring challenges. This difference did not impact the overall increased or improved services for high needs students, as the actions and services were implemented with fidelity.

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orange County Department of Education	Ramon Miramontes, Ed.D. Deputy Superintendent	rmiramontes@ocde.us (714) 966-4010

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Orange County Board of Education and the Orange County Department of Education (OCDE) operate to serve some of the most vulnerable and diverse student populations in Orange County, including incarcerated and adjudicated youth, expelled and severely truant students, students who benefit from a home-based academic program, as well as students with disabilities who require a specialized school setting to best meet their educational needs and Individual Education Plan (IEP) goals. OCDE's vision is that Orange County students will lead the nation in college and career readiness and success. The OCDE Division of Alternative Education (ACCESS) and Special Education Services Division (SES) play a supportive role in the fulfillment of this vision in collaboration with educators at all levels of student development, from early childhood through higher education, and in partnership with families, businesses, community organizations, and school districts. We believe that to lead the nation in college and career readiness and success is a high ambition, but within reach of Orange County students.

The OCDE Local Control and Accountability Plan (LCAP) reflects the school programs operated by the Orange County Department of Education through its Division of Special Education Services (SES) and Division of Alternative, Community, and Correctional Education Schools and Services (ACCESS), which includes the ACCESS Community Schools, ACCESS Juvenile Institution Schools, and Community Home Education Program/Pacific Coast High School (CHEP/PCHS). Collectively, these OCDE school programs serve approximately 2,550 students daily at 42 locations countywide utilizing a variety of instructional models.

OCDE's personnel offer support, professional development, and student programs through its divisions and departments. We recognize that college and career readiness and success requires the contributions of education professionals at all levels of student development, and for students, it involves not only academic mastery, but also emotional and social development in safe, supportive, and inclusive schools and communities. College and career readiness and success are defined by individual student interests, capacities, and choices, and all students need support to acquire competencies and skills that will allow them to thrive and flourish in society. Students are provided caring, safe, and engaging learning environments in which to develop lifelong skills and a desire for personal transformation. We incorporate a technology-rich

environment that stimulates meaningful dialogue and application of real-life skills, including additional Career Technical Education (CTE) opportunities. We support the whole child in building confidence through an engaging, rigorous, individualized academic program that incorporates co-curricular activities. We value our dedicated faculty, parents, communities, and partners who make a difference for students by creating a pathway for future continued success. We commit to addressing learning loss through a high level of student engagement and attendance, increased and ongoing academic achievement, and support for positive collaborative behaviors that promote students becoming productive citizens who are college, career, and life ready.

The thread that is woven throughout this document is one of engagement. The goals, actions, and services reflect the collaboration and participation of students, staff, parents/guardians, and educational partners in OCDE's continuous improvement process. Through ongoing partnerships, outreach, communication, reflection, and analysis, we have built a community focused on student engagement, learning, and achievement.

As we become more successful in engaging students in the empowerment of their learning, college, career, and life readiness goals become a reality. By providing students with dynamic, modern learning opportunities, such as digital media, online learning, and virtual platforms, technology becomes an integral part of the academic process. This engagement also includes increased family involvement, enhanced co-curricular activities, improved and rigorous curriculum, and additional student support services that afford the optimum framework for student success.

ACCESS provides in-person and, when necessary, distance learning educational options countywide for a variety of distinctive student populations, including Socioeconomically Disadvantaged (SED) students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level. Through our Western Association of Schools and Colleges (WASC)-accredited community and institutional school program, we serve historically underserved students who have not been successful in traditional school environments. Our independent study program, Pacific Coast High School, also WASC-accredited, offers University of California (UC)-approved, online, on-campus, and hybrid course options for its students. In addition, our Community Home Education Program serves and supports parents who wish to teach their Transitional Kindergarten (TK) through 8th grade children at home. OCDE also operates the Division of Special Education Services that serves students with severe physical and cognitive disabilities, and deaf and hard of hearing students from birth through 22 years of age residing in Orange and surrounding counties.

The following four OCDE-operated schools are addressed in this Local Control and Accountability Plan (LCAP):

- ACCESS County Community School Programs (ACC)* are often a short-term placement for students who are highly transient due to truancy, expulsion, drug use, gang affiliation, adjudication by the juvenile court, teen pregnancy/teen parenting, homelessness, and foster youth placements. These students are frequently credit-deficient, disenfranchised, and have significant gaps in their knowledge of essential core academic skills. There are two program options within the ACCESS Community School Program to most appropriately meet the varied needs of our students: the day school program and the contract learning/independent study program.

- ACCESS Juvenile Hall School Programs (AJH)* serve adjudicated youth in juvenile hall, probation camps, alternative means to confinement programs, and social service emergency placements. These students are wards of the court and are often transferred between juvenile court schools as a result of Probation or Social Service Department mandates. The average stay within these facilities is between 30 and 45 days. However, a small group of incarcerated students receive longer commitment times and remain three or four years, or may stay in these programs up to the age of 22, if deemed appropriate by the juvenile court.
- The Community Home Education Program (CHEP) (grades TK-8) and Pacific Coast High School (PCHS) (grades 9-12) are OCDE's independent study programs known collectively as Orange County Community Schools (OCCS: CHEP/PCHS)*. These schools support parents and students who want or need an alternative approach to a traditional brick-and-mortar school. PCHS is a UC-approved and National Collegiate Athletic Association-accredited program.
- The Division of Special Education Services (SES) serves students with severe physical and cognitive disabilities that present challenges to academic progress. Included in this group are also students with severe emotional disabilities that interfere with academic achievement. Students served in the Deaf and Hard of Hearing (DHH) programs are integrated into general education core academic subjects, as appropriate.

The majority of students served in OCDE's school programs are expelled, severely credit deficient, have a history of truancy, and/or are highly at-risk of dropping out of school. Consequently, many of the actions and services listed in this document are designed to serve these students with a particular focus on the needs of unduplicated pupils: Foster youth, SED, and English learners.

The California Longitudinal Pupil Achievement Data System (CALPADS) "Information Day" report calculates the percentage of this unduplicated count to be 70.98%. When appropriate, we have specifically identified the student subgroups and the actions and services intended to support them. A breakdown of OCDE student demographic information can be found in Appendix C.

* ACCESS Special Education Services are provided to students in these programs as deemed appropriate by the Individual Education Plan (IEP) team.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on a review of OCDE's performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and other data sources, we have identified key areas of progress made that reflect our success in support for all students, including students who are foster youth, English Learners, and low-income/socioeconomically disadvantaged (SED), in their personal and academic growth and achievement.

Goal 1: Engagement: OCDE works closely with families, schools, and educational partners to build a strong framework for student achievement and safe and supportive school climates, which will provide all students with motivating programs, coursework, and opportunities where they feel respected, included socially, culturally, and emotionally, and cared for both in and out of the classroom. Through a foundation of responsive engagement, educational partners will contribute to the development of programs and services designed to improve student outcomes, including English language acquisition and attendance. We have experienced success achieving this goal through our actions that have fostered parent/guardian collaboration, increased student engagement, and led to the upgrading of existing sites and the addition of two new hub sites.

OCDE's Goal 1 actions were developed to increase parent/guardian and student engagement. One of our successes was the addition of access to our student information system for parents and guardians in our ACCESS schools, which provides timely information for families on their child's progress. This ongoing, easily accessible communication tool fosters parents' and guardians' connectedness and partnership with the school in monitoring student attendance and progress toward high school graduation.

Additionally, the actions in Goal 1 relate to improved communication between the school and the home which resulted in a 22% increase in parents' LCAP survey responses. The input from these surveys provided insight and guidance in the development of our current and future goals while increasing the role of parents and partners in their children's education.

Other Goal 1 actions were focused on opportunities afforded to parents to meet with school staff in a variety of ways to increase their ability to participate in school planning, receive training on best practices for supporting their children in achieving academic success, and to create a culture of collaboration and connectedness, which is necessary for optimal student support and success in all areas of their development.

In 2022-23, OCDE continued to experience an increase in these opportunities for families, directly related to the value parents attributed to the meetings' content and purpose, as well as the opportunity provided to attend online or in-person, which ensured families had participation options that best matched their needs. These opportunities to connect with families provide a valuable opportunity to foster a collaborative partnership in support of student achievement.

Another success in collaborating with parents was reflected in a significant increase in parent participation at our District English Learner Advisory Committee (DELAC) meetings. In particular, the ACCESS County Community school reflected the greatest increase in parent/guardian attendance, from our baseline of 2 parents to over 175 parents attending during the 2022-23 school year. The meetings for parents of our English Learner students provided information on the important impact of the ELD program on their child's progress in language development and training on new methods for supporting academics at home through increased communication and collaboration with their child's teachers. The highlight of the year for the DELAC group was our first EL Parent Conference this year where attendees were offered 5 breakout sessions and two of our English Learner students served as our Keynote speakers.

Building on the success in increasing parent/guardian engagement, OCDE's Goal 1 actions also produced positive outcomes from these actions related to student connectedness to school and ability to attain their academic goals. These successes are reflected in a 10% decrease in chronic absenteeism for all students, as well as declines in absences among our English Learners (-5%), Foster Youth (-9%),

Students with Disabilities (-1.8%), as well as our Homeless (-2.8%) and SED students (-3.7%). This decrease in chronic absenteeism reflects a positive trajectory and, with the continued efforts of our staff, families, and educational partners, will serve as the foundation for continued focus and advancement in this critical area.

Our Middle and High School dropout rates declined this year as well, which correlates to increased student engagement and the effectiveness of our efforts to connect students to their academic progress, their goal of graduation, and successful transition to college and career, post-high school. In Middle School, our homeless students' dropout rate decreased by 30% and our English Learner dropout rate dropped by 20%. At the high school level, the drop rate among our homeless students declined by 18% and our English Learner dropout rate dropped by 21%.

These successes related to engagement reflect the strength of our goal in this area, as well as the effectiveness of the actions developed and implemented to support goal attainment. Each success is important on its own merit, but they also collectively contributed to an increase in our 1-year, 12th-grade cohort graduation rate that increased from 78.1% to 81.3% on the LEA-level. This increase reflects the successful implementation of our Goal 1 actions and priorities, knowing that family engagement and student attendance are key in facilitating an educational program that leads to high school graduation and successful preparation for and transition to college and career, post-high-school.

Goal 1- Plans to maintain and build upon these successes

We will continue to maintain and build upon these successes through the following actions:

- Providing transportation services for students and parents which ensures all families and students have access to programs and opportunities
- Increased opportunities for families allowing them to participate in multi-lingual activities scheduled at varying times. These have been and will continue to be successful because they offer parents and students the knowledge necessary to successfully navigate the educational system, advocate for their children, while fostering communication and collaboration with school staff. These opportunities benefit all student groups, including English Learners.
- Extended learning opportunities have increased student engagement and our actions will maintain those we currently offer, while expanding them by providing performing arts camp, more field trips, introductory college courses, etc.) which supports application of learning while also building interpersonal skills and pro-social connections to school
- Recognizing the value of educational input and the positive impact it has had on our schools and programs, our actions reflect maintaining and expanding the use of the parent portal so families have accessibility to their student's attendance, academic progress, assessment results, etc., and to support and implement Orange County Board of Education policy 600-2.
- Partnerships with community partners will continue to expand, which allows us to provide students and families in need, particularly those who are socio-economically disadvantaged and/or experiencing homelessness, with food, clothing, shoes, transportation, and basic school supplies.

Goal 2: Pupil Outcomes: Provide all students with the support and resources they need to thrive academically and interpersonally.

Goal 2 is related to pupil outcomes, and the data reflects the successful implementation of our related actions that provided individualized academic and intervention support, as well as those actions that increased opportunities for college and career exploration and CTE pathways. OCDE's California Dashboard and CAASPP and ELPAC results reflect that students are continuing to improve in the acquisition of academic knowledge and, for our English Learner students, in the development of their English Language skills.

The percentage of OCDE English Learners achieving a performance of Moderately or Well Developed (Levels 3 and 4) on the English Language Proficiency Assessment for California (ELPAC) increased from 43.6% to 52.63%. These students benefited from a variety of targeted supports including the continued deployment of English Language Development Assistants (ELDAs) who work individually and in small groups with EL students on their acquisition of English language skills. Currently, our ELDAs support over 17 sites and work with students ranging from newcomers to Long Term English Language Learners.

The 2022 CAASPP ELA assessment results reflect an increase in the percentage of students who achieved "Meet/Exceeded" or "Nearly Meets" across all students - from 39% to 53.2%. Additionally, English Learners and Students with Disabilities results reflected an increase of approximately 6% on the same assessment. The 2022 CAASPP Math assessment reflected a 14.2% increase across all students who "Meet/Exceeded" or "Nearly Meets" state standard. Among student groups, the English Learner percentage on that assessment increased from 3% to 13.3%, while SED students increased from 13% to 17.6% of students meeting or nearly meeting the state standard. These academic successes directly correlate to the LCAP actions that provide individualized academic supports to close equity gaps, including those that exist among our adjudicated student population.

In addition to state-mandated assessments, OCDE has adopted iReady, a comprehensive benchmark assessment that provides individualized interventions for students based on their assessment results. iReady has been a beneficial addition to our academic program, particularly for the academic-level information it provides that informs direct instructional goals and intervention strategies.

Another action aligned with our pupil outcome goal is the provision of enhanced and expanded CTE opportunities for all students, which proved to be a major success among our schools. The addition of CTE pathways in Plant and Soil and Construction and Building have proven to improve student engagement and attendance and are enthusiastically welcomed by students and families. These dynamic, hands-on courses provide an avenue for students to see how their learning directly correlates with their post-high school goals as they apply academic content to real-life experiences. CTE pathways also provide direction for students in setting post-high school goals and aspirations, which multiple studies show has a direct and positive impact on their engagement at the high school level.

OCDE continues to provide educational case management and case consultation services for the foster youth residing in Short-Term Residential Therapeutic Programs (STRTP) in Orange County. With the one-time AB 130 Direct Services to Foster Youth Grant, OCDE was able to assign Transitional Educational Liaisons to provide more in-depth support in re-engagement, learning recovery, and postsecondary preparation and matriculation to these students, and Title I funds offer after-school tutoring services to enhance learning and mitigate gaps in the students' educational histories.

Orange County Special Education School (SES) has successfully implemented many programs and activities to increase student engagement, support increased attendance, and provide cross-curricular activities that align with the students' academic program to deepen

their learning. By providing these opportunities, the students and families are encouraged to reconnect with the school post-pandemic, including those with our most medically fragile students. This concerted effort on the part of the school has produced a positive school climate and more opportunities to collaborate with families and support the application of student learning and achievement.

One very successful and popular addition has been the development a CTE pathway in the area of agriculture and natural resources that is modified to meet the needs of our students with the most significant disabilities. Community work training opportunities for our students in collaboration with the Farm and Food Lab at the Great Park as well as expanded job training sites throughout Orange County have been added to the school program. Students have created a micro business to sell a variety of goods that they have produced at the OCDE main offices in a Market style format.

DHH students are currently dually enrolled for in the National Technical Institute for the Deaf (NTID) in the areas of graphic design, web design, and personal finance. The students competed against their deaf peers in the Academic Bowl and Battle of the Books. The Academic Bowl team advanced to the quarterfinals and the Battle of the Books team advanced to the semi-finals on a national level.

Goal 2- Plans to maintain and build upon these successes

We will continue to maintain and build upon these successes through the following actions:

- Support staff who provide intervention support to students have contributed greatly to student academic growth and achievement. We will build upon this through the recruitment and hiring of highly-qualified staff to support continuous improvement in student academic outcomes in our Community and Juvenile Hall schools.
- We will continue to provide individualized academic support for students to enhance access to the curriculum and increase scholastic achievement, which will principally benefit our unduplicated pupil groups for whom these specialized instructional services would not otherwise be possible or accessible. When students are able to experience success, attendance and behavior improve and they are able to take ownership of their academic path.
- Maintenance and expansion of college and career exploration opportunities, particularly for students who are Foster Youth that will empower them with an understanding of post-secondary pathways and resources specific to foster youth, which will lead to increased attendance, engagement, and college, career and civic readiness
- Building upon our current EL program through the addition of specialized instructional staff who will support teachers in the implementation of ELD standards and provide professional development, modeling evidence based instructional practices that support English Language acquisition.
- Maintenance and expansion of CTE programs for all students, including students with disabilities, to provided application of learning and prepare them to become “future ready” upon high school graduation

Goal 3: Conditions of Learning: Provide all students with access to fully credentialed teachers, instructional materials that align with state standards, and facilities that are maintained in good repair so students have access to a broad course of study in safe environments that includes the implementation of California State Standards.

Goal 3, which addresses conditions of learning, relates to the development of safe, welcoming, and inviting school sites as well as

classrooms and instructional practices that foster engagement and promote student achievement. This goal and associated metrics ensure that students are taught by appropriately credentialed teachers, are provided instructional materials that align with state standards, and that their school sites are maintained and in good repair. These conditions are foundational to the development of a culture that supports learning, safety, and a sense of community. In the 2022-2023 school year, ACCESS County Community School also benefited from the opening of two new “hub” sites, HLC-North and Argosy. These sites were designed with student engagement, learning, and safety in mind, and have been well-received by all educational partners.

OCDE also continues its successful coordination of services that support expelled students and students who are foster youth through our ongoing partnerships with Orange County districts. This collaborative effort includes regular communication with them related to student progress and the provision of essential resources and supports for the students while they are enrolled in OCDE’s school programs.

OCDE also successfully coordinates services for foster youth in Orange County through its collaboration with LEAs and agencies that provide direct services. OCDE offers training and technical assistance, liaison services, and case consultations to ensure all Orange County foster youth are provided with comprehensive and prescriptive levels of support needed to promote each child’s personal and academic achievement. In 2022-23, OCDE strengthened its partnership with Orangewood Children and Family Center (OCFC), the county’s emergency shelter, to develop a system to promote school stability by dedicating one OCDE employee to work with LEA partners to engage in school-of-origin/ best interest determinations for foster youth coming into OCFC.

SES teachers and staff participated in training on standards-aligned curriculum designed for students with the most significant disabilities. Teachers and support staff were provided with extensive training in best practices in connection with our inclusive preschool program, and our instructional coaches were trained on strategies and techniques for supporting teachers in the implementation of best practices for students with the most significant disabilities.

Finally, SES sites have been upgraded to include supplies and materials to support our CTE programming in the area of agriculture and natural resources including accessible raised planting beds and adapted equipment which allows all students to participate.

Goal 3- Plans to maintain and build upon these successes

We will continue to maintain and build upon these successes through the following actions:

- Continue to set aside funds to employ facilities staff to repair and maintain school sites and offices, which includes deferred maintenance.
- Maintain compliance through the appropriate assignment of teachers, their professional development to continually increase instructional capacity, and providing California Standards-aligned curriculum to all students.
- We will continue to provide communication between OCDE and partnering school districts in order to continue the successful transition to our schools when necessary and ensure that students receive the needed support and resources to assist them in their personal and academic progress.

- Our Foster Youth team will continue to support Orange County agencies who provide direct services to these students and act as collaborative partners to ensure appropriate school placement and provision of necessary supports to these students, to foster their personal and academic growth and achievement.
- SES will continue to build upon their success in providing a multitude of opportunities for their students and families which increases school-to-home collaboration and supports students in their academic and personal growth and achievement.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

OCDE's 2022 California Dashboard reflected four indicators at the lowest level of performance status: Chronic Absenteeism (grades K-8 only), Graduation Rate, and Academic Indicators for both ELA and Math, and an update to the Dashboard in January 2023 identified OCDE's 2022 California Dashboard reflected four indicators at the lowest level of performance status: Chronic Absenteeism (grades K-8 only), Graduation Rate, and Academic Indicators for both ELA and Math, and an update to the Dashboard in January 2023 identified four OCDE student groups as consistently low-performing: English Learner, Hispanic, Homeless Youth, and Socioeconomically Disadvantaged. As a result, OCDE was required to include a new, targeted goal in this LCAP to address the performance needs of these four identified student groups. Through the use of strategic planning and input gathering, OCDE schools will design programs to support the needs and interests of all student groups while being given the flexibility to focus attention on identified populations in need of additional services, structures, and opportunities in order to improve school attendance and graduation rate and achieve success in the areas of English Language Arts and Math.

Chronic Absenteeism is an ongoing priority for all OCDE schools and programs as reflected in our LCAP Goal 1, centered around engagement. The California Dashboard reports only students in grades K-8 who have missed 10% or more of their enrolled number of days. When students returned to in-person instruction after the pandemic-related closures, there was a decrease in attendance due to ongoing illness and quarantine requirements for students who had been exposed to Covid in some way. As time has progressed, we are seeing improved attendance within this student population, but continue to build upon the successes and actions we are experiencing via school-home connections and collaboration opportunities, as absences in the younger grades are typically improved through interactions with the families by providing information about the importance of school attendance and providing support, such as bus passes, to assist in getting their children to school. This presents an opportunity to not only decrease chronic absenteeism, but foster parent and guardian interest and involvement at the school level, which benefits the students and our programs.

OCDE's Graduation Rate and Academic Indicators were negatively impacted on the 2022 California Dashboard due to the impact of new business rules for calculating the performance levels of those indicators. The U.S. Department of Education required the California Department of Education to cease using alternative formulas (known as Dashboard for Alternative School Status - DASS) for alternative schools that primarily serve at-risk students and begin applying traditional school and LEA formulas instead. This changed the

measurement from a 1-year 12th-grade cohort graduation rate, previously assigned to OCDE, to a 4-5 year cohort graduation rate. CDE provided additional reports for DASS schools as an information piece which calculated OCDE's alternative graduation rate to be 81.3% (an increase of 3.2% from last year). However, the official Dashboard performance level for graduation rate (using the 4-5 year graduation rate calculation) reflects 52.3%. Because many of our students are referred to us in their 3rd or 4th year of high school, significantly behind in high school credits, it is not surprising that they are not all able to graduate within the 4 or 5-year time frame. Graduation Rate also correlates with LCAP Goal 1 of Engagement and provides actions and funding to support efforts in increasing the number of students who graduate within 4 or 5 years of their 9th-grade entry. To that end, our staff is committed to ensuring students learn subject content, earn credits, and are equipped with the academic skills necessary for both current and future success, all of which takes time. We continue to address this through our school counselors, who review transcripts of incoming students and ensure they are taking the necessary courses required for high school graduation, and with targeted interventions and academic supports to fill in any learning or skill gaps which provide access to grade-level, standards-aligned course work leading to graduation.

OCDE's English Language Arts and Math performance indicators (which is addressed in LCAP Goal 2, Pupil Outcomes) were also at the lowest level of performance status. These indicators reflect student scores on the CAASPP/Smarter Balanced assessments in ELA and Math, administered to students in grades 3-8 and 11. These indicators were also negatively impacted by the change from DASS business rules to those used by traditional schools and LEAs when the performance cut scores were adjusted. In prior years, the Low and Very Low levels used a modified scale to determine placement. With the application of traditional cut scores, our results appeared lower than in years past. We value these assessments and do our best to provide a high-quality testing environment for students, but we also recognize that those grade levels combined represent approximately 30% of our overall school enrollments and are not representative of all students. To offset this, we have implemented iReady, an online comprehensive assessment in Reading and Math, which is administered to all students for the purpose of progress monitoring and providing individualized academic instruction and intervention. iReady results for the 2022-23 school year reflect a decline in student Reading and Math levels and provide the information necessary for our teachers and support staff to prescriptively address academic gaps allowing us to offer the most effective intervention strategies for each individual student. We are committed to increasing the percentage of students who take the pre-and post-tests and complete the intervention assignments that are assigned based on their assessment results.

OCDE is committed to continuous improvement and will continue to use the data from our California Dashboard, DataQuest, local assessment outcomes, and educational partners to inform and guide our work in the development of a robust and student-centered academic program that will serve the needs of all students enrolled in our schools and programs and support their college and career readiness.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Highlights of OCDE's 2023-24 LCAP represent the sustained efforts of the school community to meet the educational needs of all students while focusing supports specifically for economically disadvantaged students, English Learners, and Foster Youth. These populations

continue to be impacted disproportionately by the unprecedented challenges of the Covid-19 pandemic and have experienced greater learning loss and disengagement as a result. The actions and services outlined in this LCAP have therefore been purposefully designed in consultation with our partners to re-engage these students and recover academic skills through hands-on learning opportunities, relevant co-curricular experiences, and targeted supports in the classroom.

Preparing all students for college and career success is the vision of the Orange County Department of Education. OCDE's ambitious Career Technical Education (CTE) program continues to be the centerpiece of our efforts. Enthusiastically supported by all educational partners, the CTE Program was significantly expanded this year to offer more opportunities for students to explore potential careers in the fastest-growing job sectors in Orange County. With the support of LCFF funds, four new CTE Exploration Labs opened at our school sites, bringing the total number of labs to nine. Four new two-year career pathways were established, including a Plant and Soil Pathway, offered within the Special Schools Division, where students learn a range of employable skills through hands-on experiences conducted in the school's organic garden. LCFF funds set aside in this LCAP will continue to support a CTE Coordinator, short-term teachers, and a CTE Project Liaison for our Special Schools Division. Funding will continue for industry certification elective courses in Career Preparedness, Professional Communication, and Personal Financial Literacy, as well as the Food Handler certificate course. LCFF funds are also set aside in this LCAP to support workplace training within the school such as internships and job shadowing. OCDE's CTE programs provide all students with the technical training needed to enter high-wage careers, a benefit that is greatest for economically disadvantaged students.

Significant economic challenges still impact many families in Orange County, including loss of income, housing instability, and food insecurity. Rising inflation has made it difficult for families to keep up with basic expenses, creating barriers to school attendance and academic success for students. To address these needs, LCFF funding will be increased for our two Family Resource Centers (FRCs), one serving the North area of the county, and another located in the South Orange County Region. Through a partnership with Second Harvest Food Bank, each FRC operates a school pantry program that provides fresh produce and grocery items delivered weekly. A monthly free Farmer's Market will expand this support to families in the central area of the county. The FRCs also provide computer terminals and internet access so that families can utilize email, complete financial aid forms, apply for assistance programs, fill out job applications, and download community resources. Funds have been reserved to purchase equipment and supplies essential for operating the Resource Centers, as well as items such as school supplies, bus passes, and basic necessities to stock the FRCs and to maintain emergency stores at all school sites. Open to all families, the Family Resource Centers principally benefit economically disadvantaged families.

LCFF funds will continue to cover the costs of curriculum, supplemental materials, educational technology, reading books, and literacy software in support of our English Learners in their language development. Families will also be supported with access to literacy materials and linkage to community resources. LCFF funds have also been increased to expand parenting workshops to include both virtual as well as in-person classes. Through experiential activities, these workshops will equip families with strategies for supporting their children's educational needs in the home. While available to all families, designated workshop series are conducted in Spanish and principally benefit Emerging Bilingual students. Due to positive feedback from parents who attended the EL Parent Conference, additional conferences and workshops are planned for the upcoming year and will build the dual capacity of parents and school staff to participate in shared decision-making and work together as full partners.

The unique needs of Foster Youth will continue to be met through the coordinated efforts of OCDE's Foster Youth Services Coordinating Program (FYSCP) team. The FYSCP team supports students enrolled in OCDE's schools and also provides leadership and technical assistance for Foster Youth Liaisons in each of our 28 school districts. FYSCP will continue to work to improve the educational outcomes for Foster Youth enrolled in our OCDE schools through implementing cross-system collaboration and focusing on trauma-informed systems of care. FYSCP provides intensive educational case management to Orange County foster youth who are in the 12th grade and/or 4th year of high school to improve graduation rates. Support services are coordinated with Title I and community partners to assure that students' academic as well as social-emotional needs are met.

Our Special Schools Division has expanded college and career readiness opportunities for students this year. In addition to the Plant and Soil CTE pathway, the school created community work training opportunities for students in collaboration with the Farm and Food Lab at the Great Park, and added new work sites throughout the community. In addition, students created a micro business and sold a variety of handmade goods at marketplace events at the OCDE main offices this year. Our Deaf and Hard of Hearing (DHH) students are currently dually enrolled in coursework through the National Technical Institute for the Deaf (NTID) in the areas of graphic design, web design, and personal finance. In addition, the Academic Bowl team reached the quarterfinals, and the Battle of the Books team advanced to the national semi-finals this year.

To increase parent and community engagement, Special Schools offered parent support groups and American Sign Language (ASL) classes, which were open to the community. The school also hosted the Deaf Arts Jubilee which showcases Deaf artists and performers. Students worked closely with a Deaf artist to complete a wall mural in the common area on campus. DHH students also participate on a cheer squad and flag football team competing with other local teams. Teachers and staff benefited from trainings related to the delivery of standards-aligned curriculum to students with the most significant disabilities. They were also provided with extensive training in inclusive practices. To further support high-quality instruction, preschool program staff and instructional coaches were trained in evidence-based coaching strategies and techniques for supporting teachers in the implementation of best practices for students with the most significant disabilities.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

ACCESS County Community (30103063030764)
ACCESS Juvenile Hall (30103063030426)
Orange County Special Education (30103066069553)

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

For the 2022 California Dashboard, a new Graduation Rate Dashboard calculation was applied to determine Graduation Rate performance levels. As a result of this new calculation, three schools operated by OCDE (ACCESS County Community, ACCESS Juvenile Hall, and Orange County Special Education) are eligible for Comprehensive Support and Improvement (CSI) based on a 3-year Graduation Rate average that fell below the required 68%. In previous years, the graduation rates of county office schools' (alternative programs) were based on a one-year/12th-grade cohort model, and all of our schools met and exceeded the goal and were not identified for CSI. However, in the fall of 2021, the Federal Department of Education required California to implement the same graduation rate calculation for all schools, regardless of their identification as alternative or traditional. Consequently, our alternative schools are now held to a Four-Five-Year Cohort methodology that reflects students who graduate within 4 or 5 years from the first day of their enrollment in 9th grade. Because many of our OCDE students are referred to us by districts because they have fallen behind in credits, a majority of these students are in year 3 or 4 of their high school enrollment, but without enough credits to complete high school graduation requirements in year 4, and sometimes not even in year 5. As a result of this new calculation requirement, three OCDE schools did not meet the 68% average, and we are committed to the development of comprehensive support and improvement plans that utilize evidence-based methodologies and protocols to meet the specific and unique needs of our students as they work to complete their high school program and graduate as soon as possible.

Another significant change in the new graduation rate calculation contributing to our CSI eligibility is we are no longer able to apply Certificates of Completion, GED, HiSET, and CHSPE to our graduation rates. This change negatively impacted our Graduation Rate on our school- and LEA-level dashboards, particularly for our Orange County Special Education school, which enrolls students from across the county with moderate to severe disabilities, as identified in their IEPs and who have been referred by their district of residence. Our Chief of OCDE's Division of Special Education Services has been an active state and county leader in the development of an alternative to graduation that will best serve the needs of this distinctive student population and serve as an allowable measure of graduation for the Dashboard Graduation Rate indicator. We anticipate this option will be available in the very near future.

In response to the requirements of CSI eligibility, our certificated and classified staff gathered to complete a needs assessment of their respective schools beginning with an overview of their school's current graduation rate, as well as a review of the criteria that led to the identification of the school for CSI. Building upon this level of understanding was foundational to the work that was done, as the team was presented with a wide breadth of data, including demographic data and trends, attendance, suspension, and behavioral summary reports, 2022 Dashboard local indicator measures, local assessment data from the i-Ready program, enrollment trend data, survey results representing student, family, and staff input, and the previous year's School Plan for Student Achievement. The data reviewed and analyzed by the teams reflected overall students and significant subgroups to assess any possible areas of inequity, which both school groups agreed did not exist. Going forward, OCDE will be able to use these real-time data streams to monitor and evaluate the implementation and effectiveness of the CSI plan toward our aim of providing ongoing support for our schools in the areas of academic and resource inequity.

With the focus on increasing the graduation rate for all students, the groups went to work identifying areas of success and areas in need of improvement by focusing on obstacles and opportunities related to improving the percentage of students who graduate. Teams utilized a root cause analysis to identify causes and solve problems that potentially prevented students from graduating. After the roadblocks were

identified, the staff looked at the complex systems around those problems to collaboratively determine key points, challenges, and solutions likely to address those areas and root causes at the micro and macro levels.

Following the root cause analysis, trends and priorities were set in alignment with the three overarching areas of the LCFF: Engagement, Pupil Outcomes, and Conditions of Learning. By the end of the process, the teams had identified the root causes, agreed upon and prioritized the greatest areas of challenge, organized the needs, and assigned them to one of the three LCFF categories articulating a specific outcome/goal and measurable activities/actions to support the attainment of that expected outcome/goal. After the needs assessment was complete, the school administrators then met with the district staff to assign budget amounts to each activity and create a plan for their School Site Council (SSC), including electing the members and scheduling the meetings. At the SSC, the administrators presented the School Plan for Student Achievement to the council for input and continued with the CDE-required protocol to formalize the plan, begin its implementation, and coordinate with OCDE for ongoing monitoring and evaluation.

Three evidence-based interventions will be implemented. They are grounded in the development of systems to support all students, and the accessibility and appropriate use of data to inform instruction and increase educational collaboration with our families:

- Fund professional development opportunities, training, and coaching for staff to establish, maintain, and evaluate a school climate that promotes healthy and positive behaviors and evidence-based strategies for engaging parents in support of academic growth and achievement for all students through MTSS certification.
- Expand the accessibility of student data via the Aeries Parent Portal, equipping families to readily monitor their children's progress and collaborate with the school as educational partners.
- Provide ongoing training and expansion of data available to district and school-level leaders and teachers to inform instruction and provide information on student progress toward high school graduation and the development of college and career readiness skills.

Monitoring and Evaluation: The LEA gathers relevant data on graduation rates from previous years and any other relevant data related to the support plan. This includes but is not limited to, attendance records, academic performance, and data on specific interventions implemented. To establish a baseline, we review the current graduation rate and the factors contributing to the low graduation rate, such as absenteeism, credit deficiencies, or dropout trends. This provides a starting point against which progress can be measured.

We have established a monitoring system to track the progress of the support plan. This will involve monthly, and/or quarterly data reviews to assess whether the plan is achieving its intended outcomes. We then analyze the data collected to identify trends, patterns, and potential challenges. Additionally, we identify areas where the plan is working well and areas that need improvement. Based on the data analysis, necessary adjustments will be made to the support plan. We modify or implement additional interventions to address specific challenges and maximize effectiveness. Along the way, we engage teachers, administrators, students, parents, and other relevant educational partners in the evaluation process. Their feedback and perspectives provide valuable insights into the effectiveness of the plan and areas for improvement.

We acknowledge and celebrate the successes achieved through the support plan and share progress reports with the school community and relevant educational partners to build support and maintain transparency. Ultimately, we set realistic expectations and maintain a focus on

sustained improvement over time.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

OCDE continues to partner with leadership and educational partners of the three schools to evaluate and monitor progress that correlates to our Graduation Rates. This includes Attendance, Local Assessment (i-Ready) outcomes, and Family Involvement data, relying upon internal reporting tools, such as summary data from our Aeries student information system and a data management system, as well as minutes from parent and family meetings for parents of all students, and those designed for parents of students of our English Learners, to monitor and support equity in family engagement and resulting student achievement.

This data is provided to administrators who review and share it with appropriate audiences, including school-level staff and their School Site Councils. School staff is also partnering with Educational Services staff at OCDE in the development of an internal dashboard that would support progress monitoring through the availability of report summaries in key areas, particularly those reflecting the California LEA- and School-level Dashboards. Access to this data throughout the school year will guide our work plans, provide transparency, and support student achievement which will improve our graduation rates and student transition to college and career.

To set realistic expectations and maintain a focus on sustained improvement over time, OCDE gathers relevant data on graduation rates from previous years and any other relevant data related to the CSI plan. This includes but is not limited to, attendance records, academic performance, and data on specific interventions implemented. To establish a baseline we review the current graduation rate and the factors contributing to the low graduation rate, such as absenteeism, credit deficiencies, or dropout trends. This will provide a starting point against which progress can be measured. We have a regular monitoring system to track the progress of the support plan. This may involve weekly, monthly, or quarterly data reviews to assess whether the plan is achieving its intended outcomes. We then analyze the data collected to identify trends, patterns, and potential challenges. We identify areas where the plan is working well and areas that need improvement. Based on the data analysis, we make necessary adjustments to the support plan. We modify or implement additional interventions to address specific challenges and maximize effectiveness. Along the way, we engage teachers, administrators, students, parents, and other relevant educational partners in the evaluation process. Their feedback and perspectives can provide valuable insights into the effectiveness of the plan and areas for improvement. We also take time to acknowledge and celebrate the successes achieved through the CSI plan and share progress reports with the school community and relevant educational partners to build support and maintain transparency.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Meaningful engagement of all educational partners in the LCAP process was a key to identifying the current needs of our underserved student groups and developing appropriate actions and services to support their educational and career goals and social-emotional growth in the post-pandemic landscape. Through focus groups, advisory committees, parent meetings, surveys, and informal dialogs, OCDE reached out to families, students, school staff, and the community to seek input and engage in inclusive decision-making. The actions and services in this LCAP reflect the insights that were shared by our partners during the 2022-23 school year.

Below is an overview of the engagement process used to prepare the 2023-24 LCAP:

OCDE

- Staff from OCDE's Educational Services and Business Services divisions provided guidance and support with changes to the LCAP template and preparation of the document.
- OCDE Executive Cabinet provided ongoing feedback and leadership regarding the mission and vision for OCDE schools throughout the preparation of this LCAP document.
- Weekly virtual meetings were held with the LCAP Committee, comprised of classified, certificated, and executive staff, and a representative from the North Orange County Special Education Local Plan Area (SELPA) to strategize the development of the LCAP document and incorporate the input, suggestions, and recommendations received from all educational partners.
- Members of the Committee met with representatives from Budget Support, Title I, Title II, Title III, Foster Youth Services, English Learner Services, Special Education Services, and Student Services to review and update LCAP actions, services, and expenditures.
- The 2023-24 OCDE LCAP document will be posted online following approval by the California Department of Education.

ACCESS

- School teams continued to meet virtually this year, allowing administrators to interact and collaborate with their full school teams more frequently, facilitating on-going and insightful dialogue about the needs of students. This input is reflected in the direction of our school programs as outlined in this LCAP.
- The goals and actions in the 2023-24 LCAP were discussed at monthly ACCESS Leadership Team meetings and semi-monthly ACCESS Extended Leadership Team Meetings throughout the school year. These meetings consisted of school Administrators and

Program Specialists, ACCESS Directors, and management staff from Human Resources, Title I, Title III, and Attendance and Records.

- Electronic surveys were sent to instructional and non-instructional staff and school administrators for input regarding school climate, implementation of professional development, and support and resources needed to promote positive student outcomes.

DIVISION OF SPECIAL EDUCATION SERVICES (SES)

- An LCAP survey was provided to instructional and non-instructional SES staff in January and February 2023 to gather feedback on the school program.
- Teachers and ancillary staff received updates and provided input on implementation of LCAP goals at staff meetings.
- Ongoing review of LCAP and the Division of Special Education Services Strategic Plan priorities was conducted during administration meetings to ensure alignment and effectiveness of initiatives.

PARENTS/GUARDIANS AND FAMILIES OF OCDE STUDENTS

- The District English Learner Advisory Committee (DELAC)/EL Parent Advisory Committee provides parents with a monthly forum for sharing feedback on the needs of students who are English Learners. Meetings were held virtually at the start of the year, then later moved to an in-person format, greatly increasing attendance. Meetings were held on July 21, 2022; August 18, 2022; September 15, 2022; October 20, 2022; November 10, 2022; December 15, 2022; January 26, 2023; February 16, 2023; March 30, 2023; April 21, 2023, and May 19, 2023.
- The LCAP Parent Advisory Committee met on February 1, 2023; March 3, 2023; March 30, 2023; April 5, 2023; May 3, 2023; and June 7, 2023. This year, the format of the meetings included a focus on mental health and wellness, providing parents with the opportunity to learn techniques and create tools to use at home to reduce stress for their child. This format provided families with a comfortable, nonthreatening environment in which to support one another and to share their school-related concerns, needs, and input with staff.
- School Site Council meetings were held virtually on March 13, 2023 and March 14, 2023. This advisory group provides an opportunity for families and school staff to participate in budget and program decisions regarding the School Plan for Student Achievement and to provide input on LCAP goals and actions.
- The ACCESS Family Engagement Committee, a team comprised of school staff, community members, and parents, met in person on August 3, 2022 to discuss the goals and actions of the LCAP and provide input.

- Families had the opportunity to provide input on LCAP goals and actions during in-person Title I Annual meetings held in conjunction with Open House events at community school sites on September 29, 2022, October 20, 2022, and February 9, 2023.
- Virtual Question and Answer sessions were held on January 18, 2023 and April 19, 2023 for families of students enrolled in AJH and input was recorded.
- In January and February 2023, an LCAP survey was conducted with families to gather input and inform the new goals and actions of the 2023-24 LCAP. The survey was conducted via telephone interview and was also accessible online.

COMMUNITY PARTNERS

- Representatives from over 40 educational partners, including public agencies, community groups, and local businesses were invited to attend a virtual LCAP Focus Group on March 8, 2023. School administrators provided an overview of the LCAP process, goals, and actions, and participants engaged in dialog on how the school can work effectively with community partners to support the needs of students and families.

FOSTER YOUTH SERVICES COORDINATING PROGRAM (FYSCP)

- Since 2018-19, the Foster Youth Services Coordinating Program (FYSCP) has been conducting, analyzing, and reporting out annual needs assessments with the Orange County School District and Charter School Foster Youth Liaisons. In 2021-22, 27 of the 29 Orange County School Districts (including ACCESS) submitted a completed needs assessment. The 2022-23 needs assessment is currently being conducted and is due in late May 2023. FYSCP uses the needs assessment results to direct the support, training, and meeting topics each year for the Orange County LEAs.
- In 2022-23, FYSCP met quarterly with the FYSCP Executive Advisory Council (EAC) to address the needs and gaps for Foster Youth and education. The EAC consists of various collaborative partners, including the Child Welfare Agency, Probation, school districts, charter schools, college/universities, caregivers, Court Appointed Special Advocates (CASAs), Juvenile Court, current or former foster youth, and other community partners. The EAC members input and feedback continue to drive the FYSCP goals and actions in LCAP and in their program plan reported to California Department of Education.
- LEA Foster Youth Liaisons and McKinney-Vento Liaisons continued to meet for quarterly meetings during the 2022-23 school year. During these meetings, held on September 30, 2022, December 2, 2022, March 3, 2023 and March 10, 2023 (regional meetings), and May 12, 2023, Liaisons shared best practices for supporting the educational needs of Foster Youth, and strategized about how best to address these areas in their LCAPs.
- Staff from the OCDE Foster Youth Services Coordinating Program participate in the LCAP Committee to assist in developing LCAP actions to meet the needs of Foster Youth in OCDE schools and countywide.

OCDE STUDENTS

- A survey was administered to students in ACCESS and SES during the months of January and February 2023 to collect their input regarding the quality of education, supports needed, and school climate.

BARGAINING UNITS

- Meetings were held with the Classified Association (CSEA) on April 10, 2023 and the Certificated Association (OCSEA) on April 14, 2023 to discuss the feedback shared by their members on the LCAP surveys and gather additional input on areas of focus that will contribute to positive student outcomes.

PUBLIC COMMENTS

Comments were submitted in writing to the Orange County Board of Education in advance of the Board meeting held on June 7, 2023 when the OCDE LCAP was presented.

- This is the first time that my son wants to go to school with his teacher! (OCDE parent)
- I love all the professional development opportunities available and the support from management to attend and make it accessible and possible. (OCDE teacher)
- The collaboration with OCDE ACCESS, Special Schools, and local school districts continues to make a significant difference in supporting the educational needs of youth in foster care through school stability, support services, and improving their academic outcomes. (Community partner)
- The commitment of OCDE/ACCESS to provide high-quality education and support services are essential to ensuring that our students have the best possible chance for success. (Community partner)
- My school constantly offers help for those who need it, and if they notice a student is struggling, they will always take time to help them. (OCDE student)

A summary of the feedback provided by specific educational partners.

Throughout the 2022-23 school year, OCDE collected and responded to input from all educational partner groups in a variety of formal and informal settings, both virtual and in-person. The following is a summary of the feedback received from parents and caregivers, students, school and LEA-level staff, Bargaining Units, and community partners.

ACCESS

During monthly Leadership Team meetings, the urgency of re-engaging chronically absent students was central to discussions. Significant time was devoted during these meetings to sharing best practices, effective strategies, and innovative ideas to keep students engaged. The following input was shared:

- Develop more co-curricular opportunities and student-centered programming
- Widely promote career readiness opportunities such as CTE to engage students
- Engage with families as full educational partners – build authentic, trusting relationships
- Expand community partnerships to support the needs of chronically absent students
- Build capacity of school staff to work more effectively with parents and caregivers through professional development

The Chronic Absenteeism Task Force, a team of district and school-level staff whose work is focused on truancy reduction, met monthly to review individual student attendance data and develop plans to support each student's needs. Recommendations from this team included enhancing and expanding home-school communications platforms to keep parents informed of student attendance, leveraging community partnerships to support specific student needs, and utilizing home visits to strengthen relationships with families.

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)/EL PARENT ADVISORY COMMITTEE

Parents had the opportunity to comment on the LCAP actions and services during monthly DELAC/EL Parent Advisory Committee meetings. During discussions, parents and guardians shared the following input:

- Parents want more timely communication from teachers regarding students' attendance, grades, credits, and progress toward a diploma
- More Spanish-speaking staff at school sites is necessary to strengthen home-school communication
- Additional security measures are needed to make school sites safer
- Parents would like to see more challenging class assignments
- Parent education classes like Padres Unidos provide needed support

- Parents would like to see the school day extended to provide more learning opportunities, co-curricular activities, and to encourage engagement
- Additional tutoring staff is necessary to support students' academic needs
- Fentanyl presentation offered to parents was extremely important; they would like the speaker to return, and information should be provided for students as well as parents

LCAP PARENT ADVISORY COMMITTEE

Six LCAP Parent Advisory Committee meetings were held and were focused on mental health and wellness this year. During these meetings, families had the opportunity to learn about the purpose of LCFF funding and the priorities of the LCAP, and to provide their feedback. In addition, each meeting included wellness activities led by a Mental Health Specialist. Parents shared the following comments:

- Mental health resources are greatly needed and appreciated
- Families appreciated having a safe and supportive space to share their challenges and concerns regarding their child
- Families would like to see meetings held in the afternoon and evening to accommodate working parents
- Families said the strategies and techniques for managing stress were helpful to them and their child
- A parent shared that her older daughter graduated from ACCESS and had a positive experience, and her younger daughter wanted to attend ACCESS as a result
- A parent shared that her daughter struggled previously with being on a large campus [at a traditional school] and she felt that ACCESS and her teacher were a great help

ACCESS FAMILY ENGAGEMENT COMMITTEE

An advisory group comprised of parents, teachers, administrators, school site and district staff, and community members shared the following input regarding the LCAP goals and actions:

- Training is needed for parents to utilize online portal to access information about their child's credits, grades, and attendance
- Parents need support for online curriculum and digital platforms
- Limited internet availability can be a barrier to accessing online resources

- Parents can serve as mentors for new families
- Building trusting, authentic relationships is essential for engagement
- Training is needed to help teachers communicate more effectively with families about academic needs and progress
- Curriculum should be highlighted in parent meetings (for example, conduct CTE Lab Walk-Throughs)
- Co-curricular activities like clubs, sports, performing arts, and field trips are appreciated by families, provide opportunities they could not afford themselves

TITLE I ANNUAL MEETINGS and OPEN HOUSE EVENTS

Title I Annual meetings were held in conjunction with Open House and community events this year. At these events, information on Title I supplemental support services was provided, and parents had the opportunity to provide input for the LCAP. Families shared the following comments:

- Parents appreciate the school's support with basic needs and food – this has especially helped families with a low income
- Parents enjoyed seeing students volunteer at the school's Farmer's Market – it has shown their children how to give back to the community, work as a team, and develop customer service skills
- Parents noted that student engagement and attendance has increased among those who participate in the Farmer's Market events
- Parents appreciate the resources provided within ACCESS and in the community
- Open House events build relationships with school and community and create volunteer and leadership opportunities
- Parents are impressed with the CTE Labs
- A need for school forms in Spanish was noted
- Parents expressed that student cell phone policy should be consist throughout the school program

VIRTUAL QUESTION AND ANSWER SESSIONS

Two virtual Q and A sessions were held to provide a forum for parents of students in the AJH institution schools to interact with school staff

and ask questions, as well as share input for school plans. Parent comments included the following:

- Parents requested information on special education services and electives
- Parents requested more frequent communication from the school regarding students' credits and grades
- Parents had questions about how students receive education when in the quarantine and intake units
- ACCESS PARENT AND GUARDIAN SURVEY
- During the four-week survey window conducted midyear, a total of 686 surveys were received, 329 more than last year, representing an overall response rate of 33%. The survey was available online and was also distributed in a paper and pencil version. School staff also made phone calls to parents to conduct the survey over the phone.
- Overall, parents continue to share that they are generally satisfied with the programs, supports, and services provided by the school.
- A majority (77%) feel their child is making academic progress and being prepared for college, career, and life. However, nearly a quarter of parents say that they are unsure if their child is demonstrating growth academically (24%), and almost one-third (32%) are uncertain that their child is being prepared for post-secondary success.
- While a majority of parents feel that communication from the school is timely and consistent (76%), this percentage dropped from the previous year, when 85% of parents agreed. Parents said they would like more communication from teachers, especially regarding their child's academic progress, additional supports needed for their child, attendance, and progress toward earning diploma. Parents also shared that they would like to be able to speak with someone at the school in Spanish.
- Parents also said they were uncertain who to contact at the school when they have questions, and fewer parents (77%) said they felt comfortable reaching out to the school compared to the previous year (92%).
- While 70% of parents felt their child's social-emotional needs were being met, 29% were neutral or disagreed.
- Social-emotional resources and support topped the list of topics that parents would like to see incorporated into workshops, with college and career readiness, and health and safety the next most requested. Preference for workshop format changed this year, with 56% of families now favoring in-person meetings, while the remainder preferred to attend virtually (22%) or access on-demand content (21%).
- A majority of parents and guardians said the school is a safe place for their child (76%); a decrease from last year, when 86% said they felt their child was safe while at school.

- A significant percent (59%) of parents said they had attended a school meeting, event, or workshop either in-person or virtually over the past month. These meetings included parent-teacher conferences, IEP meetings, parenting workshops, DELAC meetings, Free Farmer's Market, and Parent Wellness Committee meetings. One parent shared "I love coming (to DELAC) and I leave so motivated. Thank you very much!"
- Consistent with previous years, most parents and guardians agree with the priorities of the school (89%). Most parents also believe the school supports and values cultural diversity and inclusion (76%), although the percentage decreased from last year, when 84% agreed.

ACCESS PARENT AND GUARDIAN QUOTES

The following are representative of positive comments shared on the survey:

- "The South West site is phenomenal. (My daughter's) teacher Mr. Booth keeps her actively engaged and motivated. She has also participated in Art4healing, enrolled in a college course, met with (Transition Specialist) Daniel for job/college help and returned her resume and mock interview."
- "Thanks to his teacher Mrs. Torres, she is awesome and very understanding, and that's what makes my son want to continue and not give up and keep trying his best."
- "Diana makes me feel comfortable and speaks my language which I appreciate."
- "I have terminal cancer and CHEP has always found a way to help me and my student in any possible way they can. I wish I had known about CHEP sooner. Their program is the best."
- "We are an LGBT+ family and we have never felt the level of respect and support we feel at CHEP in our home district. Our child also has a physical disability and she has communicated that she feels more included in all activities she participates in at CHEP vs. home district."

Parents and guardians shared the following needs and suggestions on the survey:

- "It would be nice if there were more days of classes. I would like to know if he is doing his homework. I would like for him to stay busy and for him to get more homework."
- "The school notifies me, but I would like more detail on how she is doing and what supports she may need. I don't want any information kept from me if she is acting up in school, I would like to know."

- “When we call, they don’t speak Spanish.”

“There are people who are very attentive and understanding, but others see parents and act differently.”

- “I would prefer my daughter to go to college, but she is adamant about not going. The school is not promoting the college route to her enough. When she says she isn’t interested, they leave it at that. I know they have asked what are your plans but I believe there are other ways to encourage her.”

ACCESS STUDENTS

- A total of 491 student surveys were received from the ACCESS County Community School (ACC), and 78 from the ACCESS Juvenile Hall School (AJH) this year. Students completed the survey online or with paper and pencil during a four-week administration window.
- A majority of students from both ACC and AJH said their school provides meaningful and engaging learning opportunities (86%), but fewer students in AJH agreed (57%). Most students in ACC said that the school prepares them for future college and career paths (81%), although fewer AJH students felt the same (60%).
- A majority of students in both ACC (93%) and AJH schools (71%) indicated that the school provided them with appropriate textbooks and learning tools, such as email accounts, laptops, and recreational reading materials to meet their learning needs. However, students in both school programs said they could benefit from additional supports, such as more communication from teachers, information about tutoring, and help with using technology.
- A majority of students in ACC said they felt their teacher cared if they were absent from school (83%), while fewer AJH students agreed (61%).
- Most students in ACC feel the school supports and values cultural diversity (80%); however, only half (50%) of AJH students agreed.
- Among ACC students, 79% said the school works with their parents or guardians to help them achieve success, while just 61% of students in AJH agreed, indicating a need for greater home-school communication in the institution school programs.

ACCESS STUDENT QUOTES

The following are representative of positive comments shared on the survey:

- “My school constantly offers help for those who need it, and if they notice a student is struggling, they will always take time to help them.”

“I like the independence that I get, but I also like how my parents can still be involved.”

“I know that I can accomplish my goals and my school will help me so I don’t set myself up for failure.”

- “I feel like teachers care more about us and actually get to know their students more than any other school in the district”
- “This school truly pushes its students to reach the next level and achieve their goals. It also teaches us how to work and get along with our peers.”

Students shared the following needs and suggestions on the survey:

- “Little social emotional help available due to lack of permanent staffing.”
- “Honestly, schools can stop teaching us everything else basically and try to focus on teaching us things that will help us out once we turn 18 and have to move out. Like how to use your money smartly on your own and how to pay taxes, how to get your own apartment, and how to survive on your own...”
- “If I want my credit status, I have to wait until the end of the semester.”
- “I only need certain credits and it makes no sense to do work I don’t need when I could be doing things I do need and so much of the work is constant review.”
- “Better access to real-time grades and submissions for the parents.”

ACCESS STAFF

- A total of 183 electronic surveys were completed by ACCESS staff during the one-month administration window. Staff were able to select one of two different surveys, according to whether they provide direct instruction to students or do not provide direct instruction.
- A high percentage of both instructional and non-instructional staff (88%) indicated that they were aware of the goals, missions, and priorities of the school.
- Most non-instructional staff said they feel they are a significant contributor to the education of ACCESS students (88%).

- While a majority of all staff believe the school supports and values cultural diversity (90% of instructional and 82% of non-instructional), comments indicated that additional training would be beneficial in this area.
- While similar numbers of both instructional and non-instructional staff said that ACCESS recognizes the importance of mental health and provides resources to staff (77% and 76%, respectively), respondents shared mixed comments regarding recent mental health initiatives.
- Among instructional staff, 77% said they felt supported in their professional development, but just 66% of non-instructional staff reported the same level of support, pointing to a need for more options for these staff. The most requested topics for training were digital creativity, social-emotional resources, web-based and software platforms, and retirement information.

ACCESS STAFF QUOTES

The following are representative of positive comments school staff shared on the survey:

- “I love all the professional development opportunities and the support from management to attend and make it as accessible as possible.”
- “Through CSEA I am able to take courses that will help me develop professionally.”
- “My Title I supervisors are amazing and always offer support and guidance.”
- “My supervisor has set a tone of ongoing support – we work as a team and I feel supported if any mental health or family challenges comes up.”

School staff shared the following needs and suggestions on the survey:

- “Usually there is lip service given for mental health at the site level but not entirely embraced and practiced on a daily/weekly basis. Restorative circles with all site staff should be practiced.”
- “The need [for mental health support] is far greater than the services we provide...traveling from site to site makes it extremely difficult for counselors to see students when they show up.”
- “I think it would be helpful to have more professional development around diversity and inclusion and do more activities as staff around this.”
- “ACCESS has set goals and a mission, but ACCESS has not clearly stated the goals to their employees.”

DIVISION OF SPECIAL EDUCATION SERVICES (SES)

SES PARENTS AND GUARDIANS

- A total of 66 responses were received for this year's LCAP survey, which was conducted by emailing a link to an electronic survey during a four-week administration window.
- Consistent with the previous two years, nearly all parents and guardians (95%) said they had discussed their child's academic progress with their child's teacher, and a majority (88%) said they feel their child is making progress toward achieving their IEP goals. In an increase from last year, 69% of parents and guardians said they feel their child is being prepared for college, a career, and/or life.
- A strong majority of parents (92%) feel their child is safe at school.
- While a majority (89%) feel that communication from the school is timely and consistent, some parents and guardians would like more communication from the school regarding additional supports needed for their child, progress toward IEP goals, and their child's behavior in school.
- A majority of parents and guardians feel their child's social-emotional needs are being met (92%), an increase from last year, when 83% said they agreed. Parents also feel the school supports and values cultural diversity and inclusion (94%), and they agree with the priorities of the school (92%).
- Although just a quarter (25%) of parents and guardians said they had attended a meeting, workshop, or event in the last month, they expressed interest in learning more about topics such as transition, social-emotional resources and support, and educational technology. Parents and guardians were equally interested in attending in-person events with a presenter (38%) as they were in attending virtual events (39%), while some respondents preferred to receive information in an on-demand online format.

SES PARENT AND GUARDIAN QUOTES

The following quotes exemplify the positive comments received:

- "They have a fantastic team and staff. We couldn't be more impressed"
- "We just started this school (Hillview) and our child is showing enthusiasm in the morning. It has been a big change for her since she wakes up early and before she was being 'schooled' online in the afternoon. But she wakes up most times ready to get on the bus"

- “Everyone is easy to talk to and communicates with me well.”
- “I get progress reports about everyday behavior.”
- “IEP meeting is coming up next month and they have accommodated in the way I will be attending and that is a big plus for me. Thank you.”

These quotes are examples of needs and suggestions shared on the survey:

- “I think there should be more communication with all school staff, and mainly with the teacher, but many times the teacher is busy.”
- “[Deaf and Hard of Hearing] kids need tutoring for English and reading.”
- “Utilizing Seesaw at this campus would be a great way to see student progress and ask questions.”
- “I feel that he is being shown very basic skills. Would like to know what type of things he is learning to get prepared for career.”
- “I would like my son to interact with neurotypical children.”

SES STUDENTS

- A total of 7 surveys were received from students in grades 3-12. Students completed the survey online during a month-long window. Parents and guardians assisted students who were not able to complete the survey on their own.
- All respondents indicated that the school provided them with appropriate materials and learning tools, such as laptops, communication devices, and recreational reading books, as well as social-emotional support from School Counselors.
- All students said the school provides meaningful and engaging learning opportunities; but just half (50%) said the school prepares them for their future. Students said the school should provide additional supports such as tutoring, assistance with using educational technology, and more communication from teachers.
- A majority of students (86%) felt the school includes their input in their Individualized Educational Plan (IEP), and all students said the school works with their parents or guardians to help them achieve success.
- All students feel the school supports and values cultural diversity.
- All students said they felt their teacher cared if they were absent from school.

SES STAFF

- A total of 164 SES staff completed the electronic survey, administered during a month-long window. Staff were able to select one of two different surveys, according to whether they provide direct instruction to students or do not provide direct instruction.
- The majority of both instructional and non-instructional staff indicated that they were aware of the goals, missions, and priorities of the school (86% and 84%, respectively).
- A majority of all SES staff said the school supports and values cultural diversity (86% and 95%, respectively).
- Instructional and non-instructional staff differed in how they viewed their workplace supports mental health needs (61% of instructional staff said they felt supported, compared to 79% of non-instructional staff). Comments indicated a need for more support, resources, and training in this area.
- Overall, fewer SES staff reported feeling supported in their professional development needs (58% of instructional staff, compared to 70% the previous year; and 79% of non-instructional staff, compared to 70% for the previous year). Comments indicated a need for more targeted staff development opportunities.

SES STAFF QUOTES

- “Amazing support from PSY, SLP, OT, Nurse and Principal”
- “The preschool trainings through the Inclusion grant have been good learning opportunities. I really liked the Glad Training and Conscience Discipline ones.”
- “Non English-speaking parents or guardians of students need to be provided more information on services for their students.”

“-Personally, I would like more information on distance learning video tutorials.”

FOSTER YOUTH SERVICES COORDINATING PROGRAM (FYSCP)

FYSCP Executive Advisory Council (EAC) meetings and educational partners survey results showed the need to continue strengthening multi-agency services coordination for Orange County foster youth in the following overarching goal areas:

- Improve school stability
- Increase graduation rates and improve post-secondary transitions

- Increase school readiness through early childhood education services
- Improve cross-system collaboration and trauma-informed systems of care
- Build capacity of school districts and agency partners to Improve educational outcomes of Foster Youth
- During quarterly meetings facilitated by FYSCP, LEA Foster Youth Liaisons shared best practices for supporting the educational needs of Foster Youth, and strategized about how best to address these areas in their Local Control and Accountability Plans. Some of the best practices and strategies shared were identification tools for foster youth students, definitions of foster youth, technical assistance for districts who qualified for differentiated assistance under Foster Youth, importance of relationships and school connectedness, student champions/mentor programs, LEA Surrogate Request Process, community services partnerships – what is still needed, legislative updates, Foster Youth student feedback, school of origin transportation, trainings for school site staff, and school stability.

OCDE/BARGAINING UNITS

- OCDE Management and representatives from the Orange County Schools Educators Association (OCSEA), as well as the California School Employees Association (CSEA) met in April during the 2022-2023 school year. During these meetings, representatives from the Bargaining Units had the opportunity to share employee concerns, input, and suggestions related to the LCAP
- In addition to management/association meetings, OCDE encouraged school staff to attend regional meetings to share feedback on the goals and actions outlined in the LCAP document
- OCDE Management and Bargaining Units affirmed that the actions and services developed for the LCAP are appropriate to the needs of the wide range of students OCDE serves
- CSEA leadership shared that members appreciate opportunities to participate in high-quality professional development that will support them in their work with students. They feel time spent learning new skills is interesting, valuable, and makes them more effective employees
- OCSEA leadership shared the following feedback:
- Lack of reliable transportation to school continues to be a challenge for students and contributes to ongoing absenteeism issues
- Members suggested adding shower facilities or laundry facilities at sites for students who might not have access to these services at home

COMMUNITY PARTNERS

During the virtual Focus Group Meeting on March 1, 2023, representatives from a variety of our community partners shared ideas for identifying and addressing barriers to student success. Agencies represented included the Orange County Probation Department, Waymakers, Second Harvest Food Bank, local shelter providers, and the Department of Rehabilitation.

- Students need to learn about career options, such as robotics, cosmetology, and other CTE pathways; and parents need to know what programs are available for their students
- Families need support and resources to deal with situational issues such as lack of transportation, housing instability, access to technology, and mental health needs
- Parents need more information about how the school system works
- More communication from the school is needed to keep parents informed and engaged

COMMUNITY PARTNER QUOTES

- "Please continue with the strong support of our youth and the drive for excellence."

PUBLIC COMMENTS

In advance of the Orange County Board of Education meeting, written comments were submitted to the Board regarding the 2023-24 OCDE LCAP and related school programs.

- "This is the first time that my son wants to go to school with his teacher!" (OCDE parent)
- "The commitment of OCDE/ACCESS to provide high-quality education and support services are essential to ensuring that our students have the best possible chance for success." (OCDE community partner)
- "My school constantly offers help for those who need it, and if they notice a student is struggling, they will always take time to help them." (OCDE student)
- "The collaboration with OCDE ACCESS, Special Schools, and local school districts continues to make a significant difference in supporting the educational needs of youth in foster care through school stability, support services, and improving their academic outcomes." (OCDE community partner)

- "I love all of the professional development opportunities available and the support from management to attend and make it accessible and possible." (OCDE teacher)

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Overall input from educational partners during the 2022-23 school year points to the need for a greater focus on re-engaging students, addressing learning loss, expanding college and career preparation, and improving communication between home and school.

The actions in this LCAP were developed to meet the needs of low-income families, English Learners, Foster Youth, and students who are experiencing homelessness; while supporting the academic growth of all students in the school.

GOAL 1 - ENGAGEMENT

Building genuine, trusting relationships between home, school, and community has been identified as the most effective strategy for increasing engagement among underserved families by Harvard researcher Dr. Karen Mapp. Communication between school and home forms the foundation of authentic relationships. To be most effective, communication should be two-way, linked to learning, and based on culturally proficient practices. Enhancing communication between home and school continues to be identified as a primary need by all educational partner groups.

On LCAP surveys and in Parent Advisory Committees, parents and caregivers express the need for more frequent, timely, and accessible information regarding their children's academic progress, grades, credits, and attendance. This year, OCDE launched a Parent Portal to address this need (Goal 1 - Action 1), and will provide on-demand, accessible training for parents, students, and school staff during the upcoming year. Families also requested that the school expand the use of texting and apps to communicate information about school events and meetings. In response, OCDE augmented the use of its current communications system with an additional platform to allow two-way texting with instant translation in families' home languages. (Goal 1 - Action 1). An electronic flyer board was also implemented to provide a user-friendly way to publicize parent meetings, community events, and engagement activities at the school. When fully implemented, these new communication strategies will empower families with the information they need to support their children's achievement.

Input from the Parent Advisory Committees and data from recent LCAP surveys point to a need for more Spanish language support for families. To assure equity and access for all students and families, OCDE will utilize the services of its Language Services team to provide translation and interpretation support for parents during school meetings and events (Goal 1 – Action 2). In addition, all bilingual school staff who provide language support will receive extensive training on protocols and best practices for interpreting and translating, as well as the opportunity to share locally-developed tools and resources and network with other professionals through monthly Multilingual Consortium meetings.

On LCAP surveys and workshop evaluations, families affirm the benefits of parenting classes to provide strategies for supporting mental health and coping with stress, strengthening communication, setting educational goals, fostering motivation, and encouraging pro-social behaviors, and (Goal 1 - Action 2). These workshops build on each family's strengths and assets, and provide a space where parents and guardians who are dealing with similar parenting challenges can support one another. In 2023-24, OCDE will increase the amount of funding to support these workshops, continuing to offer them in both English and Spanish, and virtually as well as in-person. OCDE will contract with two different providers to offer curriculum that meets a wide variety of needs. Additional in-person class sessions will also be added as requested by families. These classes principally benefit low-income families, for whom the costs of parenting workshops or academic coaches would be prohibitive, as well as families of students who are English Learners, who need information about navigating the educational system presented in their home language (Goal 1 - Action 4).

In focus groups and on surveys, educational partners express the need for more co-curricular activities to increase student engagement and support pro-social development. In 2023-24, OCDE will offer extended learning opportunities to all students in a variety of areas, such as performing arts through Summer at the Center and Beats Lyrics; STEM through Z Space; recreation through E-sports and Pure Game; personal development through Peace Literacy; college and career readiness through Library Link and Career Success Week; as well as educational field trips and other activities. (Goal 1 - Action 3). An Administrator of Extended Learning will coordinate these programs, and LCFF funds will also support extra hours for teachers to supervise students participating in after school activities. Based on participant feedback and attendance data, OCDE anticipates that these activities will increase attendance, engagement, and student achievement.

Educational partners express the importance of trusting relationships as the foundation of effective engagement. Following the practices outlined in Mapp's Dual-Capacity Framework, OCDE will provide opportunities for parents and school staff to participate in state and local conferences, regional collaborative meetings, and workshops to learn techniques and strategies that are effective for building relationships across diverse cultural, linguistic, and economic backgrounds (Goal 1- Action 4). OCDE will also organize conferences especially designed to meet the needs of parents of students who are English Learners. LCFF funds have been designated to cover the costs of transportation, guest speakers, staffing, and refreshments (Goal 1 - Action 4).

Healthy and positive school climate continues to be a high priority for all educational partners, as reflected in data from the California Healthy Kids Survey (CHKS), parent, student, and staff surveys, and feedback shared during Parent Advisory Committee meetings. In response, OCDE will add two new Wellness positions to increase the total personnel of this team (Goal 1 Action 5). Funds are also set aside for staff training on a range of safety and wellness-related topics, such as Restorative Practices, therapeutic arts, and positive psychology. These actions will help create a school climate in which students feel safe and respected, leading to increased attendance, engagement, and academic success.

A significant percentage of ACCESS students who are low-income are also experiencing homelessness. Based on Needs Assessments conducted with all identified families, these students face barriers to learning including food insecurity, lack of transportation, insufficient essential personal items such as shoes, clothing, and hygiene supplies, inconsistent access to computer devices and internet connectivity, and lack of basic school supplies. To help overcome these barriers, ACCESS has established two Family Resource Centers located at the Skyview and San Juan Capistrano community school sites, which serve as hubs for the distribution of basic supplies, provided by the school or through donations from community partners (Goal 1 - Action 6). Second Harvest Food Bank OC provides a school pantry at each of the

Resource Centers, supplying fresh produce, grocery items, and infant supplies, and is open to families from all ACCESS sites. Combined, these two FRCs serve an average of 120 families per week. Because many local assistance programs that were established during the pandemic will cease operations in the upcoming year, we anticipate increased needs among ACCESS families. To meet this increased need, additional LCFF funding has been designated in this LCAP. In addition, safe and reliable transportation will continue to be provided by supplying bus passes to students (Goal 1 - Action 5). When students' day-to-day physical needs are met, they will be able to maintain regular attendance, focus better in the classroom, and improve learning outcomes.

While federal, state, and community programs have helped meet immediate needs such as housing, utilities, transportation, and food, families share that the long-term effects of the COVID-19 pandemic continue to impact mental health even as material needs are being met. For students, the disruption of school routines has caused many to experience feelings of isolation, loneliness, anxiety, and depression, leading to increased absenteeism, that has resulted in lost learning opportunities. These impacts are greatest for students with disabilities or who are economically disadvantaged, English Learners, Foster Youth, or experiencing homelessness because they overlay existing challenges. To increase the school's capacity to meet the mental health needs of families and students, OCDE will greatly expand the school-based mental health services team to include a School Social Worker and Clinical Manager, as well as four additional Clinicians and four new School Psychologists (Goal 1 - Action 7). This team will be supported with a designated Administrative Assistant position and staff development, and assessments. Contracts with community-based partners will also be expanded to assure that students and families' long-term needs continue to be met. In addition, to identify and address individual student mental health needs in a more proactive way, OCDE will implement a screening tool for all students (Goal 1 – Action 7). Mental health support will also be increased for students with disabilities through the services of two additional School Psychologists and a new Clinician (Goal 1 - Action 9).

GOAL 2 - PUPIL OUTCOMES

Teachers, parents, and caregivers express the continued need for increased support to address learning loss resulting from the lingering effects of the pandemic. To further strengthen the supplemental academic support staffing put in place last year, OCDE will hire seven new Testing Specialists who will coordinate student assessment with teachers and other classroom instructional staff to rapidly identify and systematically address students' academic needs (Goal 2 – Action 1). In addition, OCDE will hire a Program Specialist and a Paraeducator specifically to support English Language Arts for students grades K-6 (Goal 2 - Action 1).

Educational partners continue to affirm the importance of robust opportunities for students to explore college and career pathways. In response to this feedback, OCDE will leverage a variety of community partnerships to offer students a range of workplace learning experiences such as career fairs, internships, job shadowing, entrepreneurial programs, fieldtrips to local businesses, and career readiness workshops (Goal 2 - Action 2). A Career Counselor will be hired to provide guidance for students in the Deaf and Hard of Hearing (DHH) Program. These activities, while supporting all students, will principally benefit economically disadvantaged students by empowering families with an understanding of career pathways and resources specific to their needs, which will lead to increased attendance, engagement, and college and career readiness.

The need for more intensive academic support for Foster Youth residing in Short-Term Residential Treatment Programs (STRTP), Emerging Bilingual students, and adjudicated youth continues to be identified by our educational partners. Tutoring and transition support will be

increased to address learning loss and support academic growth (Goal 2 - Actions 4, 5, and 6). These student groups have faced a variety of challenges affecting academic progress, such as multiple school placements, truancy, and mental health needs. With individually tailored, one-on-one academic assistance, students will experience success, leading to improved attendance and behavior as they begin to take ownership of their educational path.

The EL Parent Advisory Committee has voiced the need to support students newly arrived in the United States. When students who are English Learners have the opportunity to learn in a welcoming, inclusive environment specifically tailored to their needs, they will make more rapid academic progress and will experience greater success when transitioning to regular classrooms, leading to improved outcomes.

Enthusiastically supported by all educational partners, OCDE's Career Technical Education (CTE) program will be expanded during the 2023-24 school year. LCFF funds will continue to support a CTE Coordinator and short-term teachers in ACCESS, as well as a CTE Project Liaison for SES to develop career pathways, implement career education courses, and coordinate with community colleges to assure course articulation (Goal 2 - Action 7). This action will also continue to fund training for staff to assure their knowledge and skills remain current as technology advances continue to inform the local job market. New supplies will also be purchased to equip the designated CTE classrooms with needed instructional materials. Students will learn and practice professional and technical skills related to specific career paths through project-based learning, internships, and work-based learning opportunities, while also developing employment skills such as critical thinking, creativity, collaboration, and communication, leading to increased college and career readiness and success.

GOAL 3 - CONDITIONS OF LEARNING

Safe, accessible, modern, and welcoming facilities are of primary importance to all educational partners. This year, OCDE realized a long-term plan of opening two new buildings, one located in North Orange County, and one in Central Orange County. Both of these buildings will serve as hubs for the Alternative Education Division (ACCESS), allowing the school to concentrate school-based support services in centralized locations to more effectively serve students. The new buildings will include features such as a CTE Lab and Wellness Space. OCDE will assure that all school buildings are well-maintained in accordance with state and local regulations, and monthly safety reports are completed (Goal 3 - Action 1). LCFF funds will support facilities staff, building maintenance, vehicles, and supplies. Safe and welcoming environments greatly contribute to positive school climate, leading to improved academic outcomes.

Survey results from ACCESS and SES staff affirm that adopted curriculum and assessment programs provide access to a broad course of study, and are effective in assisting students to meet challenging state standards. This year, OCDE will purchase a newly-adopted English Language Development curriculum, as well as additional materials to support the CTE Program. Existing curriculum, such as Imagine Learning (formerly Edgenuity), ST Math, and iReady will continue to be funded, as well as staff development training, in the LCAP (Goal 3 - Action 2). In addition, OCDE will continue to fund a digital library of 80,000 audio recordings and electronic versions of a wide range of titles, including classics, young adult novels, and popular non-fiction books. Students may access the digital library from school or home, and may use the recordings for school assignments as well as for recreation. The electronic format allows students with disabilities to access the text through though specialized fonts, larger type, and enhanced contrast.

Input from all educational partner groups identify student welfare and regular school attendance as a priority. To support the welfare of all students and to provide leadership for LEA initiatives to improve student attendance, OCDE will continue to fund a Child Welfare and Attendance (CWA) Administrator, Coordinator, and Program Specialist team (Goal 3 - Action 3). Through ongoing communication with partnering school districts, the CWA team will support students who have been expelled to assure a successful return to their districts of residence or graduation from an ACCESS school. Moreover, the CWA team will focus efforts to decrease truancy and chronic absenteeism through a data-driven, collaborative approach, working closely with the Attendance and Records office, teachers, and site-level school staff to identify and support students who are not maintaining regular attendance.

High quality, relevant staff development opportunities is an on-going need identified by both instructional and non-instructional ACCESS and SES staff. Targeted professional development for staff working with unduplicated pupil groups is essential to improve instruction and increase student achievement. Providing staff with time to learn about the needs of identified student groups, explore best practices that build upon students' strengths, and collaborate with peers will enhance their ability to support learning goals and bridge implementation gaps, resulting in improved outcomes for all students and principally benefit those who are English learners, low-income or foster youth. Therefore, OCDE will provide training, materials, and resources in the areas most requested, including mental health and wellness; cultural diversity, equity, and inclusion; strategies for working with specific student populations; and educational technology. LCFF funds will also support attendance at conferences focused on best practices for supporting students who are English Learners, Socioeconomically Disadvantaged, Foster Youth, and experiencing homelessness (Goal 3 - Action 6).

GOAL 4 – ACADEMIC GROWTH FOR IDENTIFIED STUDENT GROUPS

Data from the California School Dashboard identifies four OCDE student groups as in need of additional support: Emerging Bilinguals, Hispanic and Latino students, Homeless Youth, and Socioeconomically Disadvantaged students. To improve academic outcomes for these students, OCDE consulted with educational partners representative of these groups to gain insight on what supports and services would have the greatest impact on student success.

Input from the EL Parent Advisory Group and teachers identifies the need for more targeted support for students who are English Learners. To meet this need, OCDE will hire six short-term credentialed teachers to provide peer coaching and support for the new ELD curriculum roll-out. To identify students in need of support and track progress, OCDE will hire short-term bilingual staff to assist with the administration of the state's English language proficiency exam, the ELPAC (Goal 4 – Action 1). Moreover, students and families affirm that a culture of equity and inclusion is key to supporting the success of Hispanic and Latino students. OCDE will respond with leadership opportunities designed to encourage and empower students by celebrating their cultural and linguistic strengths and assets. Cultural proficiency training will be also be provided to allow teachers and school staff to gain a deeper understanding of the Hispanic and Latino community (Goal 4 – Action 2).

Students experiencing homelessness face multiple barriers to educational success, including lack of transportation, food insecurity, and high mobility rates. These barriers can lead to chronic absenteeism, resulting in missed learning opportunities. When students fall behind in the early grades, the effects of learning loss are the greatest. While OCDE has increased funding in this LCAP to address basic needs, our partners say more support is needed, specifically to boost academic achievement. Based on input from Parent Advisory Committees and Needs Assessments conducted with families experiencing homelessness, quality afterschool programming is needed to engage students,

address learning loss, and support social-emotional growth. OCDE will invest LCFF funds to create safe spaces where our K-8 students can explore STEM/STEAM careers through hands-on, project-based learning opportunities. Students will become critical thinkers and problem solvers while developing increased confidence in their own learning abilities (Goal 4 – Action 3). In addition, families will be invited to participate in workshops where they will have opportunities to build upon their strengths by developing new skills and competencies necessary to make positive, sustainable changes in their lives (Goal 4 – Action 3).

Similarly, OCDE students who are socioeconomically disadvantaged experience a more significant number of school absences leading to lower academic achievement and a decline in graduation rates, contributing to feelings of powerlessness and self-doubt. To improve attendance, academic achievement, and graduation rates, OCDE will create opportunities for students who are socioeconomically disadvantaged to participate in youth leadership development programs and more extensive co-curricular learning, such as overnight educational camps, project-based learning, and destination field trips (Goal 4 – Action 4). Providing students with supportive environments where they can expand their base of knowledge, practice team building, and develop leadership skills will help create independent learners who will go on to become self-confident adults with the competencies to enrich their communities.

Goals and Actions

Goal

Goal #	Description
1	ENGAGEMENT: OCDE works closely with families, schools, and educational partners to build a strong framework for student achievement and safe and supportive school climates, which will provide all students with motivating programs, course work, and opportunities where they feel respected, included socially, culturally, and emotionally, and cared for both in and out of the classroom. Through a foundation of responsive engagement, educational partners will contribute to the development of programs and services designed to improve student outcomes, including English language acquisition and attendance.

An explanation of why the LEA has developed this goal.

Contributions made by engaged educational partners lead to improved student achievement. Across the priority areas of Family Involvement, Pupil Engagement, and School Climate, OCDE ACCESS and the Division of Special Education are committed to improving outcomes along multiple measures, including increasing parent attendance at events, reducing chronic absenteeism, improving weekly attendance rates, maintaining low suspension rates, and continuing support for each student's mental health and wellness needs. We believe that by effectively engaging students and their families to improve school climate, address student needs, and participate in shared decision-making, we will lay the foundation for improved attendance and academic achievement.

We have seen an increase of approximately 130% in the number of families attending DELAC meetings this school year (118 participants in 2021-22 and 270 participants in 2022-23), and 56% of families indicated on the recent LCAP survey that they prefer in-person meetings and workshops, which is evidence of the interest our families have in connecting with education program. Families expressed their gratitude for the opportunities offered to them to partner with the school and are interested in expanding this role to include greater participation in school events such as field trips and classroom projects and presentations. With families as an integral component of our school community, student connectedness will increase as they engage in enriching activities in an environment where they see that their families are included, welcomed, and valued.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who report that their school	Baseline data was not available.	(New metric for 2022-23. Baseline established.)	ACCESS County Community school: 80%		ACCESS County Community school: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
supports and values cultural diversity and inclusion, based on LCAP survey results.		ACCESS County Community school: 84% ACCESS Juvenile Hall school: 57%	ACCESS Juvenile Hall school: 50%		ACCESS Juvenile Hall school: 70%
Percentage of parent LCAP survey responses received by the ACCESS Division and Special Schools Division	ACCESS Division: 10% of parents responded to the 2021 LCAP Survey (corrected) Special Education Division: SPEC SCH: 20% of parents responded to the 2021 LCAP Survey	ACCESS Division: 19% of parents responded to the 2022 LCAP Survey Special Education Division: SPEC SCH: 14% of parents responded to the 2022 LCAP Survey	ACCESS Division: 32% of parents responded to the 2023 LCAP Survey Special Education Division: SPEC SCH: 16.5% of parents responded to the 2023 LCAP Survey		Increase parent responses: ACCESS Division - 30% Special Education Division - 25%
Number of parent/guardians of English Learner students who attend District English Language Advisory (DELAC) Committee meetings to ensure at least 2 parents are present per school.	ACCESS County Community: 2 parents ACCESS Juvenile Hall: 2 parents OCCS: CHEP and PCHS: 1 parent	ACCESS County Community: 106 parents ACCESS Juvenile Hall: 9 parents OCCS: CHEP and PCHS: 3 parents	ACCESS County Community: 204 parents ACCESS Juvenile Hall: 52 parents OCCS: CHEP and PCHS: 14 parents		ACCESS County Community: 150 parents ACCESS Juvenile Hall: 15 parents OCCS: CHEP and PCHS: 8 parents

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Orange County Special Education school: 0 parents (Source: Title III Program office)	Orange County Special Education school: 0 parents (Source: Title III Program office)	Orange County Special Education school: 0 parents (Source: Title III Program office)		Orange County Special Education school: 4 parents
Number of ACCESS County Community parents/guardians of English Language learner students who attend school's English Learner Advisory Committee (ELAC) meetings.	ACCESS County Community: 0.5% (Source: 2018-2019 Sign-ins)	ACCESS County Community: 0.5% (Source: 2021-2022 Sign-ins)	ACCESS County Community: 0.7% (Source: 2022-2023 Sign-ins)		ACCESS County Community: 3.5%
Number of parent/guardian events, training, and/or opportunities to facilitate family involvement.	2018-2019 In-Person Parent/Guardian Engagement Activities All ACCESS Schools and Programs: 161 Special Schools: 18 (2018-19)	2021-2022 Family Engagement Activities All ACCESS Schools and Programs: 275 Special Schools: 23	2022-2023 Family Engagement Activities All ACCESS Schools and Programs: 300 Special Schools: 49		All ACCESS Schools: Family Engagement Activities: 178 OC Special Education Division: 24
The attendance rate for the following student groups: English Learners and Homeless	2018-2019 attendance rate: 79.88%	2020-2021 attendance rate: 79.84% English Learners: 73.19%	2021-2022 attendance rate: 81.2%		Overall attendance: 83% English Learners: 79%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Learners: 75.90%</p> <p>Homeless: 72.82%</p> <p>(Source: 2018-2019 CALPADS 14.2 and 8.1(EOY3))</p>	<p>Homeless: 67.40%</p> <p>(Source: 2020-2021 CALPADS 14.2)</p>	<p>English Learners: 75.76%</p> <p>Homeless: 70.42%</p> <p>(Source: 2021-2022 CALPADS 14.2)</p>		Homeless: 75%
<p>Chronic Absenteeism rate</p> <p>ACCESS Program and OC Special Education school overall rate and in the following subgroups:</p> <p>English Learners, Foster Youth, Homeless Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>ACCESS:</p> <p>Overall: 52.3%</p> <p>English Learners: 56.7%</p> <p>Foster Youth: 35.9%</p> <p>Homeless: 64.8%</p> <p>SED: 50.8%</p> <p>SWD: 42.6%</p> <p>OC Special Education::</p> <p>Overall: 30.3%</p> <p>English Learners: 40.2%</p> <p>Foster Youth: 21.4%</p> <p>Homeless: 0%</p> <p>SED: 27.7%</p> <p>SWD: 30.3%</p> <p>(Source: DataQuest, 2018-2019)</p>	<p>ACCESS:</p> <p>Overall: 42.1%</p> <p>English Learners: 55.1%</p> <p>Foster Youth: 28.4%</p> <p>Homeless: 63.3%</p> <p>SED: 47.1%</p> <p>SWD: 33.2%</p> <p>OC Special Education:</p> <p>Overall: 37.5%</p> <p>English Learners: 49.5%</p> <p>Foster Youth: 27.3%</p> <p>Homeless: 0%</p> <p>SED: 45.9%</p> <p>SWD: 37.5%</p> <p>(Source: DataQuest, 2020-2021)</p>	<p>ACCESS:</p> <p>Overall: 44.2%</p> <p>English Learners: 51.9%</p> <p>Foster Youth: 26.8%</p> <p>Homeless: 62.0%</p> <p>SED: 47.0%</p> <p>SWD: 40.8%</p> <p>OC Special Education:</p> <p>Overall: 52.6%</p> <p>English Learners: 67.4%</p> <p>Foster Youth: 64.3%</p> <p>Homeless: 0%</p> <p>SED: 54.5%</p> <p>SWD: 52.5%</p> <p>(Source: DataQuest, 2021-2022)</p>		<p>Decrease Chronic Absenteeism Rate:</p> <p>ACCESS:</p> <p>Overall: 42.3%</p> <p>English Learners: 46.7%</p> <p>Foster Youth: 25.9%</p> <p>Homeless: 54.8%</p> <p>SED: 40.8%</p> <p>SWD: 32.6%</p> <p>OC Special Education::</p> <p>Overall: 20.3%</p> <p>English Learners: 30.2%</p> <p>Foster Youth: 11.4%</p> <p>Homeless: 0%</p> <p>SED: 17.7%</p> <p>SWD:20.3%</p>
LEA Suspension Rate	1.6%	0.1%	0.6%		1% Suspension Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Source: DataQuest, 2019-2020)	(Source: DataQuest, 2020-2021)	(Source: DataQuest, 2021-2022)		
LEA California Dashboard Graduation Rate (1 year, 12th grade cohort, per CDE formula for County Office LEA and schools)	<p>All Students in the Graduation Cohort: 76%</p> <p>(Source: 2020 CDE Report/Dashboard)</p>	<p>All Students in the Graduation Cohort: 78.1%</p> <p>(Source: 2021 CDE Report/Dashboard)</p>	<p>All Students: 52.3% Based on the 4-5 Year Cohort- a new calculation for this year, per the ED</p> <p>(Source: 2022 CDE Report/Dashboard)</p> <p>All Students: 83.1% Based on the One-Year 12th Grade Cohort- the prior Dashboard calculation for alternative schools</p> <p>(Source: 2022 CDE Dashboard Additional Reports)</p>		All Students in the Graduation Cohort: 80%
LEA Middle School Drop Out Rate	<p>All Students: 12% Homeless: 31% SED: 12% Students w/Disabilities: 3% English Learners: 20%</p> <p>(Source:</p>	<p>All Students: 11% Homeless: 17% SED: 12% Students w/Disabilities: 0% English Learners: 0%</p> <p>(Source: Aeries/SIS Report CALPADS information day 2021-22.)</p>	<p>All Students: 12% Homeless: 1% SED: 5% Students w/Disabilities: 1% English Learners: 0%</p> <p>(Source: Aeries/SIS Report CALPADS information day 2022-23.)</p>		<p>All Students: 10% Homeless: 29% SED: 10% Students w/Disabilities: 1% English Learners: 18%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Aeries/SIS Report CALPADS information day 2020-21.)				
LEA High School Drop Out Rate	All Students: 19% Homeless: 20% SED: 23% Students w/Disabilities: 11% English Learners: 26% (Source: Aeries/SIS Report CALPADS information day 2020-2021.)	All Students: 20% Homeless: 26% SED: 18% Students w/Disabilities: 11% English Learners: 20% (Source: Aeries/SIS Report CALPADS information day 2021-2022.)	All Students: 19% Homeless: 2% SED: 16% Students w/Disabilities: 3% English Learners: 5% (Source: Aeries/SIS Report CALPADS information day 2022-2023.)		All Students: 17% Homeless: 18% SED: 21% Students w/Disabilities: 9% English Learners: 24%
LEA Expulsion Rate	0% (Source: 2019-2020 DataQuest)	0% Source: 2020-2021 DataQuest)	0% Source: 2021-2022 DataQuest)		0%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Increased Communication for All Educational Partners	Family and student engagement reveals that the Parent Portal allows a venue for ongoing monitoring of student attendance and academic progress. We will ensure all students and families have access to pertinent student information in a variety of formats, such as Parent Portal (which we will design, pilot and implement over the next three years, 2021-2024) and School Messenger or similar messaging system. We will provide trainings on the use of these systems to staff, parents, and students and offer computer stations for families to use in	\$212,527.00	No

Action #	Title	Description	Total Funds	Contributing
		school offices to increase access. By implementing a Parent Portal and increasing use of School Messenger (or similar), parents and students will be able to track daily attendance, receive important school announcements, monitor assignment completion, and raise awareness of school events to support families and students, which will empower parent and student agency to advocate on behalf of student achievement, resulting in an increase in attendance rates and high school completion for all students.		
1.2	Family Engagement to Close Equity Gaps	Parent feedback reflects their interest in participating in school events that connect families with their child's teacher and provides school site information and resources to support positive student outcomes. This is especially true for the families of our students who are English learners, foster youth, and SED for whom engagement between the school and the home historically has been less accessible due to barriers including scheduling conflicts, the lack of transportation and child care, and the inability to interact with school staff in their home language. We will provide students and their families with transportation assistance and opportunities to participate in multi-lingual activities scheduled at a variety of times, such as parenting workshops and parent/school information sessions, that offer parents and students the knowledge necessary to navigate the educational system and to advocate for student needs. Family engagement will lead to increased attendance, engagement, and academic achievement for students.	\$398,239.00	Yes
1.3	Extended Learning Opportunities to Close Equity Gaps	Students and parents shared their eagerness to continue co-curricular activities to support student engagement and pro-social development. For our students who are English Learners, foster youth, and SED who would not otherwise have access to these types of activities and experiences, the value of extended learning activities is particularly relevant. Unduplicated pupil groups are at a disadvantage when it comes to accessing opportunities occurring outside of the school, and the lack of these valuable experiences limits their personal growth and	\$1,646,251.00	Yes

Action #	Title	Description	Total Funds	Contributing
		negatively impacts student outcomes. Therefore, OCDE schools will provide students with extended learning opportunities (such as performing arts camp, field trips, and introductory college courses) that increase positive, pro-social connections to school, build interpersonal skills, and encourage empowerment and collaborative team-building. Based on participant feedback and analysis of attendance data, we believe that these activities will expand learning beyond the school day and promote an increase in attendance, engagement, and student achievement, particularly among our unduplicated populations.		
1.4	Extended Learning Opportunities Principally Benefiting Students who are English Learners and their Families	Students and families who participate in extended learning activities demonstrate increased engagement leading to improved student academic outcomes. We will provide students who are English Learners and their families with opportunities to participate in activities and events, such as bilingual parent workshops and EL parent conferences, that provide parents and students with knowledge to navigate the educational system, information on how to advocate for student needs, and linkages to community-based resources designed to support EL families. Enhanced EL student and family engagement will lead to increased attendance, engagement, and academic achievement for these students.	\$273,689.00	Yes
1.5	Healthy and Positive School Environments	Focus groups, empathy interviews, and an analysis of OCDE LCAP surveys, the Conditions of Children in Orange County report, and the California Healthy Kids surveys identified the need to prioritize creating safe and healthy school environments and a desire to increase the factors contributing to a positive school climate. We will ensure all students and staff are provided with access to safe, welcoming, and positive school environments by continuing actions such as gathering recommendations of the Site Safety Committee, purchasing safety equipment, and employing Wellness/Restorative staff in our schools to provide support and guidance to students in times of stress or conflict. School nurses will also offer guidance on making healthy choices, administer vision and hearing screenings,	\$2,496,161.00	No

Action #	Title	Description	Total Funds	Contributing
		and assist students and families with accessing health-related services. School staff will be provided trainings on improving school climate through the use of Restorative Practices, alternatives to suspension, and positive classroom management strategies. As a result of students feeling cared for and respected at school, attendance rates will increase leading to improved student outcomes.		
1.6	Essential Items for Students who are Low Income/SED (Including Homeless)	Enrollment data indicates an increasing number of our students who are SED are also identified as experiencing homelessness. According to a review of site-level data between the 2021 and 2023 school years, approximately 19% of the students in our program are identified as experiencing homelessness, which creates barriers to education affecting a student's ability to succeed in school. The most frequently reported ongoing educational needs of students who are SED, including those who are experiencing homelessness, encompass school supplies for homework, transportation to and from school, the need for educational program continuity, and engaging extended-day opportunities. Through the use of school funds, as well as donations from partnerships with community organizations, we are able to provide identified students and their families with food, clothing, shoes, school transportation assistance, and basic school supplies. When these essential items are provided to our identified students, they will be able to attend school on a more regular basis leading to improved attendance and participation, fewer gaps in learning, and increased achievement in reading and math on local and State standardized assessments.	\$437,018.00	Yes
1.7	School-Based Mental Health Services	Feedback from parents, teachers, and students reflects an interest in expanding our school-based mental health services for students, including the addition of fitness activities to aid in stress reduction. Youth who are SED, foster youth, or experiencing homelessness report greater instances of anxiety and depression related to environmental instability which is often exhibited through a decline in academic achievement due to absenteeism. Through a multi-tiered	\$3,786,654.00	Yes

Action #	Title	Description	Total Funds	Contributing
		system of support, including physical fitness, a continuum of mental health services is offered for students who are identified as needing assistance. Students who receive these support services demonstrate increased attendance on the day of their counseling appointments, which we believe contributes to an overall improved sense of resiliency leading to increased self-confidence, self-efficacy, longer-term attendance, and academic achievement, particularly among students who are SED, foster youth, or experiencing homelessness.		
1.8	Specialized Support Services for Successful Transitions	Students who are foster youth, SED, and/or English learners experience greater barriers to their education such as frequent changes in school placements and housing arrangements, lack of experience successfully navigating multiple educational systems in English, and limited access to essential personal items (i.e., food, clothing, and transportation). Our specialized support staff enable transitions through transcript audits, development of education plans, juvenile court progress reports, and graduation exemption analysis. These services principally benefit our unduplicated student populations and are effective in defining a clear path to educational attainment, so that students are less likely to drop out and are better equipped to access resources that allow for graduation and a more seamless transition into the community, secondary education, and the workforce.	\$1,623,678.00	Yes
1.9	Mental Health Services for Students with Disabilities	Students with disabilities (SWD) enroll with unique mental health needs. The type and severity of their disabilities can impact the effectiveness of mental health treatment and their ability to succeed academically. Many SWD require very specialized counseling services that may be more behaviorally-focused than cognitively-focused. School Psychologists and behaviorally-trained mental health clinicians will provide these services, as well as other licensed behaviorists working with this specialized population of students.	\$2,775,096.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Based on an analysis of the actions planned for OCDE LCAP Goal 1, there were no substantive differences between planned actions and actual implementation of these actions. The intent of Goal 1 is to engage, or re-engage, students and families with the school program by providing supportive, safe, and welcoming school environments, and the planned actions for the 2022-23 school year were designed to meet this goal through the availability of additional socioemotional services, enhanced outreach to families, and expanded opportunities for students to participate in cocurricular and extracurricular activities.

Goal 1 - Action 1: Increased Communication for All Educational Partners

- **Successes:** The availability of an online student information system for parents and guardians in our ACCESS schools provided timely information for families on their child's progress. This easily accessible communication tool promoted parents and guardian connectedness and partnership with the school by allowing them to monitor student attendance and progress toward high school graduation.
- **Challenges:** Families with limited internet availability at home are not able to access the Parent Portal as easily.

Despite the accessibility challenges, usage of the Parent Portal grew as the school year progressed as more parents became acclimated to the tool and school staff provided guidance on how to use the system.

Goal 1 - Action 2: Family Engagement to Close Equity Gaps

- **Successes:** The number of engagement opportunities offered to families grew by more than 50, and attendance at the events demonstrated a significant increase.
- **Challenges:** Transportation continues to be a barrier for families wishing to attend school events, and daytime events can conflict with family work responsibilities.

Despite the challenges presented by limited transportation, parent attendance at school events and meetings increased in the 2022-23 school year with DELAC experiencing an increase in attendance of almost 130%.

Goal 1 - Action 3: Extended Learning Opportunities to Close Equity Gaps

- **Successes:** New extended-day opportunities, such as esports and Chess Academy, were provided to students, and existing opportunities that proved popular among students and effective at increasing engagement, like Art for Healing and Pure Game, were expanded.

- Challenges: After school commitments limited some students' ability to stay to participate in extended-day activities, and fluctuations in enrollment numbers made it challenging to implement services at OCDE's smaller school sites.

Students were able to benefit from efforts to extend the school day by providing engaging and interactive activities despite the challenges of scheduling programming at small school sites. Teacher reported increases in attendance on program days reflected students' interest in participating, with overall annual attendance growth noted among students who are English Learners and Homeless of 2.6% and 3%, respectively.

Goal 1 - Action 4: Extended Learning Opportunities Principally Benefiting Students who are English Learners and their Families

- Successes: The first annual, one-day EL Parent Conference was held in Spanish with keynote speakers, community resources, and breakout sessions designed to address areas of interest and concern expressed by families of EL students. Forty-four participants attended.
- Challenges: Transportation challenges continue to present a barrier for some EL families which limits their ability to participate in in-person events, despite their interest in doing so, as noted on the LCAP parent survey.

Despite the transportation challenges, EL parent attendance at school events and meetings increased significantly in the 2022-23 school year with many EL parents returning to events several times as participants.

Goal 1 - Action 5: Healthy and Positive School Environments (formerly Safe and Positive School Environments)

- Successes: Four Wellness staff were hired to promote the wellness needs of students. These staff have been able to establish effective interpersonal connections at the school sites, and students are benefiting from this added level of support when dealing with stressful situations and interpersonal conflicts, allowing them to deescalate and refocus in class.
- Challenges: Due to circumstances beyond our control, a few of the contracted wellness and restorative trainings planned for staff were postponed.

Although not all professional development contracts were able to be implemented in the 2022-23 school year, other vendors and methods of providing ongoing support to staff were utilized to ensure continuity of training.

Goal 1 - Action 6: Essential Items for Students who are Low Income/SED (Including Homeless)

- Successes: Through a partnership with a community agency, two Family Resource Centers (FRC) were established at schools sites in north and south Orange County to provide ACCESS families with resources and essential items in a well-maintained and welcoming environment. In the last 12 months, the FRCs provided assistance to 332 ACCESS families on multiple occasions.

- Challenges: At times, volunteer staffing for the FRCs was inconsistent resulting in unexpected closures.

OCDE was able to limit the number of instances when an FRC was closed, as eligible OCDE staff were able to step in on short notice to keep the center open and available to families. Therefore, the program was substantially implemented as planned.

Goal 1 - Action 7: School-Based Mental Health Services

- Successes: Mental health services provided for students on a tiered support model proved effective, and drop out rates declined as a result among students who are Homeless (17% down to 1%) and SED (12% down to 5%).
- Challenges: As more students enter OCDE school programs with significant mental health needs, additional staff are needed to properly meet the unique needs of students.

The primary difference between the planned and actual implementation of this action was the sharp increase in the socioemotional needs of students following the pandemic, and the challenges faced in recruiting trained professionals to support them. Despite these obstacles, existing staff were able to effectively support the students on their caseloads.

Goal 1 - Action 8: Specialized Support Services for Successful Transitions

- Successes: Students were able to benefit from individualized transition assistance and academic goal setting leading to an increase in OCDE's 1-year, 12th-grade cohort graduation rate (78.1% in 2021-22 to 83.1% in 2022-23).
- Challenges: The requirement that alternative education schools use a new method of calculating graduation rate negatively impacted our reported graduation percentage. The measurement changed from a 1-year 12th grade cohort graduation rate to a 4-5 year cohort graduation rate. Using the new calculation resulted in OCDE schools reporting a 52.3% graduation rate, as opposed to an 81.3% graduation rate using the previous method of calculating, which we feel more accurately reflects the achievements of OCDE students as they transition from high school to college and career.

While OCDE is now required to adopt the 4-5 year cohort graduation rate calculation, which reflects a decline, the LCAP provides the opportunity for OCDE to also share the 1-year 12th grade calculation with its educational partners to demonstrate the effect of our school programs has on students who are with us for a limited time that includes their 12th grade year, as is common among many OCDE students.

Goal 1 - Action 9: Mental Health Services for Students with Disabilities

- Successes: The drop out rate for students with disabilities fell 8%, demonstrating that they are benefitting from services provided by skilled professionals who are trained to understand their unique needs.

- Challenges: The program will benefit from additional staff to meet the growing needs of this unique student population.

This action was implemented as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 - Action 1: Increased Communication for All Educational Partners

This action was implemented as planned.

Goal 1 - Action 2: Family Engagement to Close Equity Gaps

This action was implemented as planned.

Goal 1 - Action 3: Extended Learning Opportunities to Close Equity Gaps

Due to unexpected delays, some of the larger purchases and contracts intended for this action were not able to be completed and will finalize in the 2023-24 school year.

Goal 1 - Action 4: Extended Learning Opportunities Principally Benefiting Students who are English Learners and their Families

Staffing vacancies contributed to the difference in Budgeted Expenditures and Estimated Actual Expenditures. Plans are underway to fill the vacant positions.

Goal 1 - Action 5: Healthy and Positive School Environments (formerly Safe and Positive School Environments)

This action was implemented as planned.

Goal 1 - Action 6: Essential Items for Students who are Low Income/SED (Including Homeless)

School transportation costs for K-8 SED and homeless students were added to this action, resulting in higher expenditures than budgeted.

Goal 1 - Action 7: School-Based Mental Health Services

Staffing challenges and unanticipated delays in contracts with vendors contributed to the difference in Budgeted Expenditures and Estimated Actual Expenditures. Plans are underway to hire additional staff, and contracts will be reevaluated for the 2023-24 school year.

Goal 1 - Action 8: Specialized Support Services for Successful Transitions

Challenges in the recruitment of additional, qualified staff in support of this action contributed to the difference in Budgeted Expenditures and Estimated Actual Expenditures. The hiring process is ongoing for these positions.

Goal 1 - Action 9: Mental Health Services for Students with Disabilities

This action was implemented as planned.

An explanation of how effective the specific actions were in making progress toward the goal.

Improvements in school attendance and an increase in event participation reveals that our engagement efforts made a positive impact toward accomplishing Goal 1. Similarly, enhanced outreach to families in the 2022-23 school year resulted in a significant increase in attendance at school meetings, as well as 51 more events held to encourage family engagement. Students are graduating at a higher rate with fewer students dropping out of school due to the specialized attention they are receiving from staff trained to identify barriers to success and work with students to overcome obstacles.

Additionally, the actions in Goal 1 relate to improved communication between school and the home which resulted in a 22% increase in parents LCAP survey responses. The input from these surveys provided insight and guidance in the development of our current and future goals, while increasing the role of parents and partners in their children's education.

OCDE's Goal 1 actions also produced positive outcomes from the actions related to student connectedness to school. These successes are reflected in a 10% decrease in chronic absenteeism for all students and declines in absences among our English Learners (-5%), Foster Youth (-9%), Students with Disabilities (-1.8%), as well as our Homeless (-2.8%) and SED students (-3.7%). The decrease in chronic absenteeism and our declining drop out rates reflect a positive trajectory, which will serve as the foundation for continued work in this critical area.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In order to give readers a comparable graduation rate, we are providing both the 1-year 12th grade cohort graduation rate for alternative school settings (i.e, the calculation we used last year), and the new, required 4-5 year cohort graduation rate within the above metric.

Goal 1 - Action 5 has been renamed "Healthy and Positive School Environments." The change reflects the focus OCDE is placing on overall students wellness which encompasses both physical safety and mental and emotional health; the role these important factors plays in the development of students, and their contribution toward creating positive student outcomes.

Costs for the installation of fitness equipment has been added to Goal 1 - Action 7 to promote mental health and wellness among students.

Costs for school transportation for K-8 SED students was added to Goal 1 - Action 6 during the school year as we focused our attention on improving the attendance rates of chronically absent students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	PUPIL OUTCOMES: Provide all students with the supports and resources they need to thrive academically and interpersonally.

An explanation of why the LEA has developed this goal.

The mission of the OCDE school programs is to ensure that all students are equipped with the competencies they need to be future-ready. Students who are able to engage in healthy interactions in supportive school environments will be active participants in their academic development. To encourage the positive development of the pupils in its school programs, OCDE ACCESS and the Division of Special Education will continue to provide supportive school climates where students are able to demonstrate improvements in academic achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness, and post-secondary pathways. Providing students with individualized instructional supports, including tutoring and intervention and/or remediation, will allow them to experience increased academic achievement by building on their existing knowledge base.

With more than 50% of our students who are English Learners achieving performance levels of Moderately or Well-Developed on the ELPAC, a percent change of 13% from the previous year, we see the positive impact individualized instruction has on student achievement. To continue this pattern of growth, additional services are needed to support students with a focus on the needs of students who are EL, Foster Youth, or SED. In particular, support in the foundational areas of Reading and Math is critical, as we have seen a decline in the iReady test scores of all unduplicated student groups, as noted below in the Metrics. As an ongoing local assessment, iReady allows our educators to closely monitor student progress in order to identify gaps in learning and to scaffold instruction as needed to increase student achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of EL students achieving a performance level of Moderately or Well-Developed (Levels 3 and 4) on the ELPAC	43.6% of our English Learners achieved performance levels of Moderately or Well-Developed (Levels 3 and 4) on the 2019	39.6% of our English Learners achieved performance levels of Moderately or Well-Developed (Levels 3	52.63% of our English Learners achieved performance levels of Moderately or Well-Developed		By 2023-24, 54% of our English Learners will achieve an ELPAC performance level of Moderately or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELPAC (last available scores) (DataQuest/ELPAC Results)	and 4) on the 2021 ELPAC (DataQuest/2021 ELPAC Results)	(Levels 3 and 4) on the 2022 ELPAC (DataQuest/2022 ELPAC Results)		Well Developed (Levels 3 and 4)
Percentage of students who "Meet/Exceed" or "Nearly Meet" Standard on the ELA SBAC	All: 39% English Learners: 17% Students w/Disabilities: 15% (Source: Data Quest 2019 CAASPP Results)	For 2020-21, PCHS and OC Special Education administered the ELA SBAC. All other OCDE schools administered i-Ready per CDE allowance to use local assessments OCCS: PCHS All: 93.1% English Learners: * (fewer than 10 students) Students w/Disabilities: * (fewer than 10 students) Orange Co Special Education: All / Students W/Disabilities: 8.16% English Learners: 0%	All: 53.2% English Learners: 23.3% Students w/Disabilities: 21.9% SED: 44.7% Homeless: 56.3% (Source: Data Quest 2022 CAASPP Results)		All: 42% English Learners: 20% Students w/Disabilities: 18% SED: 47% Homeless: 59%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(Source: Data Quest 2021 CAASPP Results)			
Percentage of students who "Meet/Exceed" or "Nearly Meet" Standard on the Math SBAC	<p>All: 14%</p> <p>English Learners: 3%</p> <p>SED: 13%</p> <p>Homeless: 14%</p> <p>(Source: Data Quest 2019 CAASPP Results)</p>	<p>For 2020-21, PCHS and OC Special Education administered the Math SBAC. All other OCDE schools administered i-Read</p> <p>OCCS: PCHS All: 76.7% English Learners: * (fewer than 10 students) Students w/Disabilities: * (fewer than 10 students)</p> <p>Orange Co Special Education: All / Students W/Disabilities: 12.5% English Learners: 0%</p> <p>(Source: Data Quest 2021 CAASPP Results)</p>	<p>All: 17.3%</p> <p>English Learners: 13.3%</p> <p>SED: 17.6%</p> <p>Homeless: 14.3%</p> <p>Students w/Disabilities: 17.3%</p> <p>(Source: Data Quest 2022 CAASPP Results)</p>		<p>All: 17%</p> <p>English Learners: 6%</p> <p>SED: 16%</p> <p>Homeless: 17%</p> <p>Students w/Disabilities: 20%</p>
Percentage of students scoring "on	All: 27%	All: 31%	All: 19%		All: 37%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
or above grade level" on the i-Ready Reading assessment	English Learners: 26% SED: 17% Foster Youth: 14% Source: i-Ready database, 2020-21, Reading results	English Learners: 9% SED: 28% Foster Youth: 15% Source: i-Ready database, 2021-22, Reading results	English Learners: 3% SED: 13% Foster Youth: 8% Source: i-Ready database, 2022-23, Reading results		English Learners: 36% SED: 27% Foster Youth: 24%
Percentage of students reflecting "on or above grade level" on the i-Ready Math assessment	All: 21% English Learners: 8% SED: 15% Foster Youth: 0% Source: i-Ready database, 2020-21, Math results	All: 22% English Learners: 7% SED: 22% Foster Youth: 11% Source: i-Ready database, 2021-22, Math results	All: 13% English Learners: 3% SED: 8% Foster Youth: 5% Source: i-Ready database, 2022-23, Math results		All: 31% English Learners: 18% SED: 25% Foster Youth: 10%
Reclassification Rate for English Learner	2.5% Source: Aeries database, 2020-21, RFEP count	2.9% Source: Aeries database, 2021-22, RFEP count	2% Source: Aeries database, 2022-23, RFEP count		4%
Percentage of students "Prepared or Approaching Prepared" as reflected on the Dashboard	Prepared or Approaching Prepared on the CCI Indicator: 12.7%	N/A	N/A		Increase percentage Prepared or Approaching Prepared:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and Career Indicator (2020 CDE Report)	(2020 CDE Report/Dashboard)	CDE suspended the CCI measure on the 2021 Dashboard	CDE continued the suspension of the CCI measure on the 2022 Dashboard		22.7%
Percentage of 11th grade students demonstrating college readiness on the EAP assessment	English Language Arts (ELA): 23% Math: 5% (18-19 DataQuest/CAASPP Results)	N/A In 2020-21, OCDE administered i-Ready in lieu of the SBAC, per CDE allowance	N/A Report not available from CDE this year 523 students participated in EAP		Increase percentage of students demonstrating college readiness (EAP assessment): ELA: 28% Math: 10%
Percentage of graduating students meeting the a-g requirements	0.54% of the 2020 graduates met the A-G requirements. (Dashboard CCI A-G/ Dashboard Grads)	2.6% of the 2021 graduates met the A-G requirements Dashboard- 2021 additional reports	1.5% of the 2022 graduates met the A-G requirements. Dashboard- 2022 additional reports		1.5%
Percentage of students completing both A-G and CTE sequence or program	0%	0% Dashboard - 2021 Additional Reports	0.2% Dashboard- 2022 Additional Reports		2%
Development of CTE Pathways	0 CTE Pathways developed Source: CTE program office	1 CTE Pathway developed: Building and Construction Source: CTE program office	1 New CTE Pathway developed: Plant and Soil, for a total of 2 CTE Pathways: <ul style="list-style-type: none"> Building and Construction 		1 or more developed CTE Pathways

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<ul style="list-style-type: none"> Plant and Soil <p>Source: CTE program office</p>		
The percentage of students passing Advanced Placement Exams	This metric is not applicable, as OCDE schools do not offer Advanced Placement (AP) courses.	This metric is not applicable, as OCDE schools do not offer Advanced Placement (AP) courses.	This metric is not applicable, as OCDE schools do not offer Advanced Placement (AP) courses.		Not applicable
Percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with State Board of Education-approved career technical education standards and frameworks		<p>(New Metric for 2022-23. Baseline established.)</p> <p>9%</p> <p>Source: OCDE internal database</p>	<p>10%</p> <p>Source: OCDE internal database</p>		15%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Individualized Academic Support to Close Equity Gaps	Students enroll in OCDE school programs with varied academic challenges related to habitual truancy, drug use, chronic absenteeism, credit deficiencies, and behavioral and socioemotional gaps. For students facing these barriers, individualized support and attention is critical to their success, both academically and personally. Students who are English Learners, SED, or foster youth are even more	\$2,361,237.00	Yes

Action #	Title	Description	Total Funds	Contributing
		significantly at risk of falling behind in school given the additional stressors and challenges placed upon them. Lack of language fluency, limited financial resources to access supplemental academic services, housing instability, and school transiency combine with other obstacles to inhibit their ability to equitably access the curriculum and become active participants in their educational journey. To address these educational needs, we will provide individualized academic support for students to enhance access to the curriculum and increase scholastic achievement, which will principally benefit our unduplicated pupil groups for whom these specialized instructional services would not otherwise be possible or accessible. When students are able to experience success, attendance and behavior improve and they are able to take ownership of their academic path.		
2.2	College/Career Exploration Opportunities Principally Benefiting Students who are Low-Income/SED	Student and parent feedback reflects an interest in co-curricular activities to encourage higher education and career development. We will provide all students with access to extended learning opportunities related to college and career readiness. While provided to all, these actions principally benefit SED students by offering equitable access to career exploration, goal-setting, and job preparedness workshops that include resume writing, interview skills, and business attire, as well as assistance with college entrance and testing fees. We believe this to be an effective action towards our goals for these students, as increases in student attendance and engagement occur during these events, leading to overall increases in school attendance, engagement and student achievement.	\$50,342.00	Yes
2.3	College/Career Exploration Opportunities for Students who are Foster Youth	Students and families who participate in extended learning activities demonstrate increased school engagement leading to improved student academic outcomes. We will provide ACCESS and Special Schools students who are foster youth, their support teams, and foster families with specifically designed opportunities that will empower	\$28,754.00	Yes

Action #	Title	Description	Total Funds	Contributing
		them with an understanding of post-secondary pathways and resources specific to foster youth, which will lead to increased attendance, engagement, and college, career and civic readiness.		
2.4	Individualized Academic Support for Students who are Foster Youth in Group Homes/Short-Term Residential Therapeutic Programs (STRTP)	<p>The Title I Program of the Orange County Department of Education receives federal funding to support the educational needs of foster youth in Orange County group homes/STRTPs. Students who are in the foster care system and reside in group home/STRTP placements have various academic barriers due to multiple school placements, truancy, credit deficiencies, drug abuse, health and behavioral needs, and challenging interpersonal dynamics. To address academic gaps, OCDE will provide individualized academic support to students in the group home/STRTP to enhance access to the curriculum, increase scholastic achievement, and offer guidance and support to group home/STRTP staff to enrich their ability to assist in the academic development of the youth. When students are able to experience success, self-esteem, attendance, and behavior improves and they begin to take ownership of their academic futures.</p> <p>In addition to the services that are provided by the Title I Program, OCDE's Foster Youth Services Coordinating Program (FYSCP) provides educational liaison services and support from Transition Educational Liaisons to strengthen the coordination of services for foster youth in group homes/STRTPs and to improve educational outcomes. FYSCP connects and communicates with school districts, child welfare agency, probation, and other collaborative partners to assist with school transitions, tracking education information, addressing education-related needs, and providing educational progress summaries for foster youth to court.</p>	\$958,681.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Academic Support for Students who are English Learners	Students who are English Learners (EL) enroll in OCDE's school programs with varied academic challenges due to language barriers and credit deficiencies. To address educational needs, academic support, including language acquisition programs, will be provided for targeted students who are EL to enhance access to the curriculum and increase scholastic achievement. In addition, specialized instructional staff will support teachers in the implementation of ELD standards for English learners, including professional development specifically designed for teachers to support students in the development of academic English. When students are able to experience success, attendance and behavior improves and they begin to take pride in their accomplishments and gain momentum on their educational journey, resulting in improved reclassification rates, English proficiency, and closing achievement gaps for English learners.	\$1,289,442.00	Yes
2.6	Individualized Academic Support for Students who are Adjudicated	Students who are currently incarcerated or on Probation enter OCDE's school programs with varied academic challenges due to social-economic disadvantages, delinquency, truancy, drug use, chronic absenteeism, credit deficiencies, and interpersonal challenges. To address these barriers and support educational needs, we will provide individualized academic assistance for adjudicated students to enhance access to the curriculum, increase scholastic achievement, and prepare students to re-enter society as engaged and productive members of their communities. When students are able to experience success, school participation and behavior improves, positive interpersonal relationships flourish, and they set personal goals for the future that lead to academic development and becoming contributing members of their communities.	\$1,760,604.00	Yes
2.7	Career Technical Education Opportunities for All Students, Including	By creating a high-quality and sustainable Career Technical Education (CTE) program, all students, including students with disabilities, will be better prepared for college and career success. CTE staff develop career pathways, coordinate and implement additional career	\$443,753.00	No

Action #	Title	Description	Total Funds	Contributing
	Students with Disabilities	education courses, and work with community colleges around course articulation. Students will learn and practice professional/technical skills related to a career path through project-based learning, internships, work-based learning and industry certification. Students will also learn employability skills such as critical thinking, creativity and innovation, collaboration, and communication, with the longer-term goal of increasing college and career readiness and success.		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Based on an analysis of the actions planned for OCDE LCAP Goal 2, there were no substantive differences between planned actions and actual implementation of these actions. The intent of Goal 2 was to improve pupil outcomes in the 2022-23 school year by providing individualized academic support with a focus on students who are English Learners, Foster Youth, and SED, including homeless. Students were guided in their college and career pursuits and given the tools necessary to explore career interests and set personal goals.

Goal 2 - Action 1: Individualized Academic Support to Close Equity Gaps

- **Successes:** With the support of staff offering individualized academic assistance, students were able to improve their performance on the CAASPP SBAC assessments in ELA and Math, including students who are English Learners (up 6.3% in ELA) and Students with Disabilities (up 6.9% in ELA). From the baseline established in 2020-21, All Students have improved 14.2% in ELA (Meet/Exceed or Nearly Meet Standard), and 3.3% in Math (Meet/Exceed or Nearly Meet Standard).
- **Challenges:** Due to the competitiveness of the current job market, the recruitment and hiring of highly-qualified staff to provide the individualized instruction created brief delays in the delivery of these supplemental supports.

Staffing shortfalls were mitigated by the temporary reassignment of staff to multiple sites to cover vacancies and avoid gaps in service while recruitments were underway.

Goal 2 - Action 2: College/Career Exploration Opportunities Principally Benefiting Students who are Low-Income/SED

- **Successes:** Students at four ACCESS sites were offered the opportunity to participate in the weeklong, intensive Career Success Week program, and a College and Career Fair was hosted for all ACCESS students and their families at the Argosy site in June 2023.

- Challenges: Students were unable to attend the annual Career Forum hosted by Orange Coast College due to unavailability of busses for hire.

To make up for students missing the Career Forum, the Title I Transition team arranged for a college and career fair open to all ACCESS students with representatives from local community colleges and employers.

Goal 2 - Action 3: College/Career Exploration Opportunities for Students who are Foster Youth

- Successes: Supplies were provided establish a culinary arts class for foster youth at Lyon School inside Orangewood Center for Children and Families to provide extending learning opportunities and encourage positive classroom behavior.
- Challenges: Current career development opportunities available in ACCESS do not specifically address the unique needs of foster youth, and additional programs are needed.

While group career development events were not available specifically for foster youth, staff from the Foster Youth Services Coordinating Program did work individually with students to support their college and career goals and provide access to resources designed to provide a pathway for foster youth to move forward with individual goal attainment.

Goal 2 - Action 4: Individualized Academic Support for Students who are Foster Youth in Group Homes/Short-Term Residential Therapeutic Programs (STRTP)

- Successes: Approximately 330 foster youth at 22 group homes/STRTPs in Orange County received individualized after school tutoring during the 2022-23 school year.
- Challenges: Additional tutors are needed; however, due to the competitiveness of the current job market, the recruitment and hiring of highly-qualified staff to provide the individualized tutoring created challenges in the delivery of these supplemental supports.

Despite the hiring challenges, individualized academic services were provided as planned through strategic scheduling.

Goal 2 - Action 5: Academic Support for Students who are English Learners

- Successes: With the targeted support services provided in this action, students who are English Learners were able to improve their performance on the ELPAC assessment (up 13%) and the CAASPP assessments in ELA (up 6.3%) and Math (up 10.3%).
- Challenges: Delays in the opening of a new hub site and a pending ELD curriculum adoption, postponed the start of the newcomer class for English Learners in ACCESS.

English Learners were supported in their language development by highly-trained staff and teachers using Monthly English Language Development (MELD) lessons that incorporate high-interest topics in language rich content.

Goal 2 - Action 6: Individualized Academic Support for Students who are Adjudicated

- Successes: Title I Transition Specialists working with students in the institution schools assisted in returning approximately 290 students back to their district of residence; 122 students enrolled in college, and 16 students were able to obtain employment.
- Challenges: Changes in the clearance process for staff assigned to work inside Orange County juvenile institutions resulted in delays in the hiring of permanent staff.

Existing staff were able to mitigate vacant positions by temporarily sharing workloads and collaborating with each other and Probation to create a safety net of transition and academic support for students.

Goal 2 - Action 7: Career Technical Education Opportunities for All Students, Including Students with Disabilities

- Successes: The addition of CTE pathways in Plant & Soil and Construction & Building improved student engagement and attendance and were enthusiastically welcomed by students and families.
- Challenges: The smaller ACCESS sites were limited in the type of CTE courses that could be offered, so students had to travel between sites to participate in the larger, hands-on CTE courses such as culinary arts or access online CTE options via the Edgenuity/Imagine Learning platform.

Creative programming allowed students at smaller school sites to participate in modified CTE coursework complete with hands-on activities and real life learning, and the availability of online CTE learning provided access and equity to students whose school sites did not have an on-site CTE program.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 - Action 1: Individualized Academic Support to Close Equity Gaps

Additional staff added to this action to oversee the distribution of individualized academic support services in ACCESS contributed to the difference between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 2 - Action 2: College/Career Exploration Opportunities Principally Benefiting Students who are Low-Income/SED

Staffing challenges and difficulties securing transportation to venues contributed to the difference between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 2 - Action 3: College/Career Exploration Opportunities for Students who are Foster Youth
This action was implemented as planned.

Goal 2 - Action 4: Individualized Academic Support for Students who are Foster Youth in Group Homes/Short-Term Residential Therapeutic Programs (STRTP)

The hiring of additional staff to provide educational plan support and monitoring to foster youth in group homes/STRTPs contributed to the difference between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 2 - Action 5: Academic Support for Students who are English Learners

Covid funds, which do not appear in this LCAP, supported some of the positions associated with the action, as well as delays in the implementation of a newcomer class, resulted in the difference between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 2 - Action 6: Individualized Academic Support for Students who are Adjudicated

Staffing challenges and difficulties locating appropriate, approved vendor providers to provide services inside an institution setting contributed to the difference between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 2 - Action 7: Career Technical Education Opportunities for All Students, Including Students with Disabilities

Expansion of OCDE's CTE program to more sites than originally anticipated resulted in the difference between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 2 is related to pupil outcomes, and the data reflects that we were successful in the implementation of actions involving individualized academic and intervention support, as well as those actions that increased opportunities for college and career exploration and CTE pathways. OCDE's California Dashboard and CAASPP and ELPAC results reveal that students are continuing to improve in the acquisition of academic knowledge and, for our English Learner students, in the development of their English Language skills. We are seeing improvements for all students of 14.2% from baseline in ELA CAASPP results and 3.3% from baseline in Math CAASPP results, and similar gains are also reflected in the ELPAC scores of students who are English Learners, up 9% from baseline.

The expansion of CTE pathways in ACCESS and SES was a successful step forward in accomplishing Goal 2 of improving student outcomes by expanding opportunities for students. In ACCESS, the addition of a CTE pathway, Plant and Soil, to the existing pathway of Construction and Building improved student engagement and attendance. These hands-on courses allowed students to connect learning to

their post-high school goals as they apply academic content to real-life experience. CTE pathways also provide direction for students in setting post-high school goals and aspirations, which has a direct and positive impact on their engagement at the high school level.

The SES program has also developed a CTE pathway in the area of agriculture and natural resources that was modified to meet the needs of our students with the most significant disabilities. Community work training opportunities for students and expanded job training sites throughout Orange County have also been added to the SES school program. SES students created a micro business to sell a variety of goods that they have produced with the goods being sold at the OCDE main offices in a market-style format. In addition, DHH students were dually enrolled in the National Technical Institute for the Deaf (NTID) in the areas of graphic design, web design, and personal finance.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In the metric entitled "Percentage of students who "Meet/Exceed" or "Nearly Meet" Standard on the ELA SBAC," we added data points this year for the following student groups: Socioeconomically Disadvantaged (SED) and Homeless. Desired Outcomes for those groups were also added.

In the metric entitled "Percentage of students who "Meet/Exceed" or "Nearly Meet" Standard on the Math SBAC," we added data points this year for the following student group: Students w/ Disabilities. Desired Outcome for this group was also added.

These additions are intended to give our educational partners a fuller picture of the academic progress of our disaggregated student groups to allow them to better evaluate the effectiveness of our services and where we are experiencing success and areas of improvement.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	CONDITIONS OF LEARNING: Provide all students with access to fully credentialed teachers, instructional materials that align with state standards, and facilities that are maintained in good repair so students have access to a broad course of study in safe environments that includes the implementation of California State Standards.

An explanation of why the LEA has developed this goal.

To sustain the standard of service and commitment to student achievement represented by the metrics noted below, all OCDE schools will be in maintained in good condition and provide full implementation of California State Standards in ELA, ELD, Math, History-Social Science, Next Generation Science Standards (NGSS), Science, Health, Arts, Career Technical Education (CTE), and other academic content areas through ongoing professional growth opportunities for teachers, which utilize Universal Design for Learning and the integration of academic, behavioral, social- emotional instruction to meet the varying needs of all students, through a multi-tiered system of support, as well as support services provided specifically to Foster Youth and expelled students. Our continued work in these areas will be reflected on our LEA and school-level California Dashboards in increased student academic proficiency levels in English-Language Arts and Math, a higher graduation rate, and decreases in both chronic absenteeism and suspension rates. Additionally, we will see growth in our College and Career measurement, with the full implementation of a robust CTE program designed to increase student engagement, provide real-life context for learning and goal setting, and to successfully prepare students for transition from high school to college and career opportunities. Additionally, students will be able to attend school in safe and well-maintained facilities that are in good repair where requests for service are performed in a timely manner.

A leading-edge school community is an environment where the needs and strengths of the whole child are identified and supported, and educational partners are included in the continuous school improvement process. However, before these critical services can be implemented, baselines must be established, utilizing metrics to monitor student progress. These metrics assists OCDE with data-driven decision making to create and sustain appropriate conditions of learning for student success. The foundation of education is providing students with a safe learning environment where they are taught by appropriately assigned teachers using standards-aligned curriculum in a broad course of study. These essential conditions of learning are fundamental to student achievement and are at the center of every effective, cohesive, collaborative school program that supports achievement and leads to positive student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fully Credentialed and Appropriately Assigned Teachers, as measured by Priority 1 (Basic Services) on the Local Indicator	100% (2020/ Census Day) (2021 Dashboard Local Indicator, Priority 1-Basic Services)	Beginning in the 2021-2022 school year, CDE will be reporting this data on behalf of all schools and LEAs. The report is yet to be released; however, our internal data reflect that 100% of OCDE teachers meet this requirement. We will update, as needed, upon CDE's release of their findings. (TBD).	2021-2022 (from Dataquest) Clear: 64.3% Out of Field: 26% Intern: 1.1% Ineffective: 1.6% Incomplete: 5.4% Unknown: 1.6%		100%
Access to Standards-Aligned Instructional Materials, as measured by Priority 1 (Basic Services) on the Local Indicator	100% (2021 Dashboard Local Indicator, Priority 1-Basic Services)	100% (2022 Dashboard Local Indicator, Priority 1-Basic Services)	100% (2023 Dashboard Local Indicator, Priority 1-Basic Services)		100%
Facilities in "Good" Repair Measured by Facility Inspection Tool (FIT), as measured by Priority 1 (Basic Services) on the Local Indicator	100% (per Williams) (2021 Dashboard Local Indicator, Priority 1)	100% (per Williams) (2022 Dashboard Local Indicator, Priority 1)	100% (per Williams) (2023 Dashboard Local Indicator, Priority 1)		100%
Implementation of State Standards, as measured by Priority 2	100%	100%	100%		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Implementation of State Academic Standards) on the Local Indicator	(2021 Dashboard Local Indicator, Priority 2)	(2022 Dashboard Local Indicator, Priority 2)	(2023 Dashboard Local Indicator, Priority 2)		
Access to and enrollment in a broad course of study. The extent to which students have access to, and are enrolled in a broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable, including the programs and services developed and provided to unduplicated pupils and students with exceptional needs, as measured by Priority 7 (Access to a Broad Course of Study) on the Local Indicator	100% (2021 Dashboard Local Indicator, Priority 7)	100% (2022 Dashboard Local Indicator, Priority 7)	100% (2022 Dashboard Local Indicator, Priority 7)		100%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Facilities Maintenance	We will maintain our facilities in good repair, so that students may attend school in safe and welcoming environments. We will complete timely facility repairs and continue to complete monthly school safety reports to ensure all sites are in good repair. Funds set aside within this action include the cost to employ Facilities staff to repair and maintain school sites and school offices, supplies related to maintenance costs, and the costs for purchasing and operating vehicles for Facilities staff to use. Also included in this action are funds for Deferred Maintenance which allows for the periodic, more costly repairs necessary to maintain sites in good repair.	\$1,489,163.00	No
3.2	State Standard Curriculum with Fidelity and Integrity for All Students, including Students with Disabilities and students who are English Learners, Low-Income/SED, Foster Youth, and Homeless	All students in our program, including Students with Disabilities and students who are English Learners, SED, foster youth, and homeless, have access to a broad course of study aligned to the California State Standards. We will provide appropriately-assigned teachers and support staff with professional learning opportunities and resources to enhance instructional practices and implementation of standards-based content with fidelity and integrity. By providing this strong foundation, students will demonstrate improvements in academic skill-building and positive prosocial behavior.	\$51,218,867.00	No
3.3	Coordination of Services for Expelled Youth	In alignment with State Priority 9, through ongoing communication between OCDE and partnering school districts, we will continue to support youth who are expelled from their districts of residence. We will continue to share essential information pertaining to student academic progress and positive pro-social, and mental health development, in order to support these students as they successfully transition back to their district of residence or graduate from our program.	\$967,623.00	No
3.4	Coordination of Services for Orange County Foster Youth	As a county office of education, OCDE is responsible for the coordination of services for foster youth across the county. We will continue to support the agencies providing direct services to Orange	\$1,058,308.00	No

Action #	Title	Description	Total Funds	Contributing
		County students who are foster youth through ongoing consultation and communication between OCDE and collaborative partners. We will continue to offer trainings, liaison support, and case consultation, as well as, collaborate with child welfare/probation and local schools to improve coordination of services for foster youth. By providing countywide support, we will increase inter-agency coordination of essential student information pertaining to academic progress and positive pro-social and mental health development to ensure that these students are informed and empowered advocates for their individual needs and goals.		
3.5	Coordination of Services for Students who are Foster Youth Within OCDE Schools	Consistent with State Priority 10, OCDE will continue to support students enrolled in ACCESS and the Division of Special Education (SES) who are foster youth through ongoing communication between school staff and collaborative partners to create a network of support for student academic progress, and positive pro-social and mental health development. To ensure that these students are informed and empowered to advocate for their individual needs, essential information will be shared with the OCDE foster youth team to ensure coordination of services and continuity of educational programming for the foster youth from the prior school to the subsequent school as they transition between school programs. Foster youth in ACCESS and SES schools will have access to transportation assistance, when needed, to remain in their school of origin.	\$179,535.00	Yes
3.6	Staff Professional Development to Principally Benefit Students who are English Learners, Low Income/SED, or Foster Youth	Input received from parents, staff, and educational partners reflects the importance of having a team of educators who understand the unique needs of students who are English Learners, SED, or foster youth and are able to meet those needs through a thoughtful and empathetic approach to problem-solving, collaboration, and experiential learning. Students benefit when the educators who support them are provided with effective, relevant, timely, and targeted professional development. This is particularly true for students who are English Learners, SED, or foster youth and face challenges	\$740,736.00	Yes

Action #	Title	Description	Total Funds	Contributing
		specific to their circumstances. Targeted professional development for staff working with vulnerable students and marginalized populations is essential to improve instruction, strengthen attendance, and increase student achievement. Providing staff with time to learn about the needs of identified student groups, explore best practices that build upon students' strengths, and collaborate with peers will enhance their ability to support learning goals and bridge implementation gaps, resulting in improved outcomes for all students and principally benefit those who are English Learners, SED, or foster youth.		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Based on an analysis of the actions planned for OCDE LCAP Goal 3, there were no substantive differences between planned actions and actual implementation of these actions. The intent of Goal 3 is to provide a strong foundation for learning by maintaining safe and welcoming school environments, employing appropriately assigned staff who are offered ongoing training and support for their work, and addressing the unique needs of expelled students and students who are foster youth.

Goal 3 - Action 1: Facilities Maintenance

Successes: School sites were maintained in good repair, and maintenance was conducted in a timely manner.

Challenges: For OCDE school sites in leased spaces, Facilities staff must coordinate with landlords to complete repairs, which necessitates the collaboration of multiple entities and requires more time to complete.

OCDE Facilities staff have been able to establish professional working relationship with landlords and vendors to ensure sites operate as safe learning spaces for students and staff.

Goal 3 - Action 2: State Standard Curriculum with Fidelity and Integrity for All Students, including Students with Disabilities and students who are English Learners, Low-Income/SED, Foster Youth, and Homeless

Successes: Curriculum, highly-qualified staff, and a variety of resources continue to be provided to students and educators, such as Max Scholar and Lexia Core 5 for literacy development; ULS and Newsela for engaging multi-curricular lessons, and ST Math for a spatial-temporal approach to math instruction.

Challenges: With the competitiveness of the current job market, staff vacancies took longer to fill.

To mitigate vacant positions, existing staff were appropriately re-assigned to continue providing a continuity of service to students.

Goal 3 - Action 3: Coordination of Services for Expelled Youth

Successes: ACCESS streamlined the referral process to register youth more quickly after their expulsion to allow them to continue learning with the shortest possible interruption.

Challenges: At times, there are delays in receiving school documentation for expelled youth which results in a lag in enrollment and an increased workload on our staff to gather needed documents to complete the process.

Despite the occasional challenge of missing documentation, collaborations between ACCESS and its district partners allows for necessary information to be transmitted quickly to ensure enrollment happens in a timely manner.

Goal 3 - Action 4: Coordination of Services for Orange County Foster Youth

Successes: Foster Youth Services Coordinating Program (FYSCP) hired four Transition Educational Liaisons (TEL) to provide education support to students residing in the STRTPs, as well as students enrolled in Orange County school districts with the largest populations of students in foster care. As of May 1, 2023, the TELs have met with approximately 384 students in foster care and have provided them with support in the areas of school reengagement, learning recovery, and postsecondary preparation and matriculation.

Challenges: 1. School transportation continues to be a challenge for Orange County's students in foster care, especially when they are residing outside of their school of origin's district boundaries. Without having additional funds to support school of origin transportation, the child welfare agency and school districts are struggling to meet this need.

Despite this challenge, FYSCP continues to facilitate transportation coordination conversations between school districts and agency partners in hopes of strengthening the communication and partnership in tackling this challenge in Orange County.

Goal 3 - Action 5: Coordination of Services for Students who are Foster Youth Within OCDE Schools

Successes: Assigning a Educational Liaison to Orangewood Children and Family Center (OCFC) and its on-site ACCESS school, William Lyon has supported the educational transitions for students as they enter and exit OCFC. In addition, this position provided ongoing educational case management for students while at OCFC.

Challenges: ACCESS students who are in foster care are exhibiting more instances of chronic absenteeism and greater mental health needs, yet the youth are demonstrating a lack of interest in participating in services being offered to them, such as tutoring and counseling services.

To support foster youth in OCDE's school who are experiencing greater needs there has been an increase in communication during the students' transitions in and out of ACCESS. As a result, there has been an improvement in the coordination and continuity of services for students while at ACCESS.

Goal 3 - Action 6: Staff Professional Development to Principally Benefit Students who are English Learners, Low Income/SED, or Foster Youth

Successes: Having an action dedicated to content-specific professional development, allowed additional staff to attend professional development targeted to the needs of unduplicated student groups, which provided them with new instructional strategies and perspectives on how to support the academic needs of specific student groups.

Challenges: The lack of available substitute teachers made it challenging for teachers to be away from their classrooms in order to participate in these content-specific trainings.

Staff worked together to strategically plan classroom absences so there would be coverage thereby making it possible for educators to attend these valuable staff development opportunities.

Challenges:

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 - Action 1: Facilities Maintenance

A decrease in Deferred Maintenance costs for OCDE schools resulted in lower expenditures than originally budgeted for this item.

Goal 3 - Action 2: State Standard Curriculum with Fidelity and Integrity for All Students, including Students with Disabilities and students who are English Learners, Low-Income/SED, Foster Youth, and Homeless

A cost of living increase for Classified and Certificated staff resulted in higher expenditures than originally budgeted for this item.

Goal 3 - Action 3: Coordination of Services for Expelled Youth

This action was implemented as planned.

Goal 3 - Action 4: Coordination of Services for Orange County Foster Youth

This action was implemented as planned.

Goal 3 - Action 5: Coordination of Services for Students who are Foster Youth Within OCDE Schools

A delay in hiring resulted in a lower staff cost in this action.

Goal 3 - Action 6: Staff Professional Development to Principally Benefit Students who are English Learners, Low Income/SED, or Foster Youth

This action was implemented as planned.

An explanation of how effective the specific actions were in making progress toward the goal.

Providing well-maintained schools is the first step toward cultivating a welcoming and inclusive educational environment for students, families, and staff. OCDE has been vigilant in its oversight of the ACCESS and SES school locations, and as a results, our school communities have been able to flourish in safe surroundings where 100% of the Certificated staff in OCDE's school are appropriately assigned and supported in their professional growth through workshops, trainings, professional learning communities, and resources.

Partnerships between OCDE and local school districts in the county continue to strengthen, allowing us to streamline the process of exchanging student data necessary for school enrollment with limited or no breaks in service for expelled students transitioning to OCDE school programs.

As a county office of education, OCDE is responsible for providing educational support services to students in foster care within OCDE schools and throughout the county. As of May 1, 2023, OCDE's Foster Youth Services Coordinating Program (FYSCP) has provided 26 foster youth education-related trainings to almost 900 participants this 2022-23 school year. Much of the program's efforts to strengthen the coordination of services for each student in foster care lies in educational case management, liaison support, educational progress summaries, team meetings, and technical assistance to Orange County LEAs. As of May 1, 2023, FYSCP has provided approximately 10,230 services to 2,033 students in foster care this school year. The addition of four Transition Educational Liaisons to FYSCP has positively impacted the program's ability to expand its range of services to an increased number of students in foster care.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There were no changes to the goal. Anticipated increases in salary costs were considered when updating the actions for 2023-24.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	ACADEMIC GROWTH FOR IDENTIFIED STUDENT GROUPS: Provide prescriptive interventions and support to consistently low-performing student groups to close equity gaps and allow students to grow academically and achieve college and career readiness.

An explanation of why the LEA has developed this goal.

In January 2023, the California Department of Education identified four OCDE student groups as consistently low-performing: English Learner, Hispanic, Homeless Youth, and Socioeconomically Disadvantaged. Through the use of LCFF funds, OCDE schools are able to design programs to support the needs and interests of all student groups while being given the flexibility to focus attention on identified populations in need of additional services, structures, and opportunities in order to improve school attendance and graduation rate, achieve success in the areas of English Language Arts and Math, and expand their possibilities.

While previous LCAP actions do address the needs of unduplicated student groups, the actions in Goal 4 are intended to elevate the level of service and support offered to students who are English Learners, Hispanic, Homeless, and SED. Data analysis and dialogues with our school communities revealed needs specific to these identified student groups: language acquisition, cultural awareness, leadership development, and STEM/STEAM experiences, all of which became the basis for the actions in Goal 4. In this goal, we challenged ourselves to provide a greater degree of intentionality by reviewing previous actions to determine unmet areas of need. A root cause analysis provided insights into additional services, supports, and opportunities we could provide to the identified student groups to remove barriers, increase student empowerment, enhance engagement, and develop confident and future-ready students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who are assessed using iReady Reading assessment			(New metric for 2023-24. Baseline established.) English Learners: 61%		English Learners: 80% Hispanic: 80% Homeless: 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Hispanic: 58% Homeless: 51% Socioeconomically Disadvantaged: 77% Source: iReady diagnostic data		Socioeconomically Disadvantaged: 80%
Percentage of students who are assessed using iReady Math assessment (Note: iReady Math assessment is assigned to those students who are taking or need to take Math course(s) to complete their graduation requirements)			(New metric for 2023-24. Baseline established.) English Learners: 57% Hispanic: 53% Homeless: 41% Socioeconomically Disadvantaged: 58% Source: iReady diagnostic data		English Learners: 70% Hispanic: 70% Homeless: 65% Socioeconomically Disadvantaged: 70%
Percentage of K-8 students who are identified as Chronically Absent on the California Dashboard			(New metric for 2023-24. Baseline established.) English Learners: 34.9%		English Learners: 30% Hispanic: 30% Homeless: 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Hispanic: 38%</p> <p>Homeless: 52.9%</p> <p>Socioeconomically Disadvantaged: 38.2%</p> <p>Source: California Dashboard</p>		Socioeconomically Disadvantaged: 30%
Percent of identified students participating in a CTE course			<p>(New metric for 2023-24. Baseline established.)</p> <p>English Learners: 3.3%</p> <p>Hispanic: 4.3%</p> <p>Homeless: 2.4%</p> <p>Socioeconomically Disadvantaged: 4.3%</p> <p>Source: Aeries Student Information System reports</p>		<p>English Learners: 10%</p> <p>Hispanic: 10%</p> <p>Homeless: 10%</p> <p>Socioeconomically Disadvantaged: 10%</p>
Graduation Rate (One-Year 12th Grade Cohort/DASS)			(New metric for 2023-24. Baseline established.)		<p>English Learners: 90%</p> <p>Hispanic: 85%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			English Learners: 87% Hispanic: 80% Homeless: 93% Socioeconomically Disadvantaged: 77% Source: CA Dashboard Additional Reports		Homeless: 95% Socioeconomically Disadvantaged: 85%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Interventions and Supports for Students who are English Learners	<p>Students who are bilingual are able to read, write, and comprehend information proficiently in two languages, and OCDE supports and celebrates students who are able to interact proficiently in multiple languages, as well as the educators who teach them. For students whose primary language is a language other than English, the State assessment of English language proficiency (ELPAC) provides data to help schools monitor students' progress toward language acquisition, and additional staff will be hired to assist it this important assessment process. We will use the ELPAC information to identify students in need of additional support on their journey toward language development and offer teachers mentor support in the effective use of new ELD curriculum.</p> <p>By targeting interventions to the needs of students who are English Learners and offering additional support to their teachers, OCDE will create dynamic school environments that engage the students and encourage attendance by honoring their bilingualism while providing</p>	\$1,013,892.00	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunities to practice language development through engagement, exploration, and interaction in English.		
4.2	Interventions and Supports for Students who are Hispanic	<p>OCDE strives to operate schools that honor the diversity of Hispanic communities and provides support in overcoming the obstacles preventing this population of students from achieving academic success and entering systems of higher education. In order for Hispanic students to feel welcome, supported, and included in the school environment, we are continuing our work toward creating a culture that reflects a commitment to understanding the Hispanic community, a belief in the students' ability to succeed academically, and an awareness of the supports necessary to allow students who are Hispanic to flourish. While not all of our Hispanic students are struggling academically, we believe it is critical that we provide the support to those that may need extra assistance.</p> <p>Specifically designed programs will be offered to Hispanic students to encourage self-advocacy, empowerment, and cultural awareness leading to increased school attendance and improved academic performance. When students are able to visualize a future for themselves, the more likely they will be to participate in their education.</p> <p>OCDE will also support teachers in developing cultural awareness. This culturally responsive approach to teaching will create school environments of equitable learning for all students. According to the National Education Association, taking a student's culture into account as a "basis for learning, communicating high expectations, and reshaping curriculum to reflect student's diversity leads to better educational outcomes."</p>	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Interventions and Supports for Students who are Experiencing Homelessness	<p>Experiencing homelessness affects every member of the family, in particular school-age children who may be confronted with health problems, poor nutrition, and developmental delays leading to educational underachievement. Inconsistent school attendance creates gaps in learning among students who lack a fixed, regular, and adequate nighttime residence, which is a significant contributor to poor educational performance.</p> <p>To promote improved attendance and academic achievement, additional resources will be targeted to students experiencing homelessness to offer STEM/STEAM activities after school to create safe spaces where students can explore hands-on, project-based learning that encompasses the fields of Science, Technology, Engineering, Arts, and Math. Teaching these relevant and in-demand skills will encourage student to become innovative thinkers and problem solvers, develop self-confidence, and inspire in them an eagerness to learn and grow in their understanding of STEM/STEAM careers.</p> <p>OCDE recognizes that supporting students experiencing homelessness also involves support and care for the families to provide them the skills, resources, and competencies necessary to make positive, sustainable changes in their lives. Families will be invited to join workshops, presentations, and discussion groups around the topics of homelessness, self-advocacy, community assets, and meaningful school engagement.</p>	\$35,000.00	Yes
4.4	Interventions and Supports for Students who are Socioeconomically Disadvantaged (SED)	<p>Socioeconomic status plays a vital role in the self-esteem of young people, and for students who are socioeconomically disadvantaged (SED), not having access to the same opportunities as their peers can lead to a negative self-image and lack of motivation. Data reveals that OCDE students who are socioeconomically disadvantaged experience a more significant number of school absences leading to lower academic achievement and a decline in graduation rates, which further contributes to feelings of powerlessness and self-doubt. While</p>	\$3,650,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>a great deal of thought and consideration on the part of OCDE staff and educational partners has gone into the development of supplemental programs, resources, and services at the school level, if students are not present to receive or interact with those supports, the benefits are lost.</p> <p>To improve attendance, and by association, academic achievement and graduation rates, OCDE will expand school transportation and create opportunities for students who are socioeconomically disadvantaged to extend their learning by participating in youth leadership development programs and more extensive co-curricular learning, such as overnight educational camps, project-based learning, and destination field trips. Providing students who are SED with transportation to school and supportive environments where they can expand their base of knowledge, practice collaborating learning and teambuilding, and build their self-confidence will increase attendance and empower students and create lifelong learners who recognize and celebrate their worth to their communities.</p>		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4 is new for 2023-24. The analysis will occur next year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 is new for 2023-24. The analysis will occur next year.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 4 is new for 2023-24. The analysis will occur next year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 4 is new for 2023-24. The analysis will occur next year.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$8,646,226	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
14.17%	12.70%	\$7,134,859.86	26.87%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1 - Action 2: Family Engagement to Close Equity Gaps

According to Harvard researcher Dr. Karen Mapp, building authentic, trusting relationships is the most effective strategy for increasing engagement among underserved families. Establishing genuine connections between families and the school community is a researched-based best practice for improving student outcomes, and OCDE remains committed to the practice of authentic family engagement. During school meetings, parent workshops, and on surveys, families share their desire to be a part of the educational landscape to support their child's academic development and provide input on the services and resources they feel most effectively contribute to their child's success. For families of our students who are SED, foster youth, and English learners, whose challenges are greater and needs are more complex, establishing a sense of connectedness to the school community is essential. When genuine engagement occurs between a family and the school, education staff are given insight into the needs of the child and the family, which allows the school to provide targeted services and resources with the goal of improving student outcomes of our unduplicated pupils.

Similarly, when families feel connected to the school, they are more forthcoming regarding the supports they need in order to flourish and become supporters of their child's education. Over the last four years, family engagement has flourished in OCDE's school programs, and as a result, families have had open, honest conversations about the resource they need, which has led to additional LCFF funding being added to the OCDE LCAP to provide for targeted parenting workshops and events designed to promote improved communication in the home and a greater sense of understanding of how to navigate the educational system in the United States. Without OCDE's commitment to equitable, culturally-responsive family engagement, families would miss the opportunity to recommend training topics that can assist them in supporting their emergent bilingual, SED, or foster children on their journey to academic success.

As attendance at parent meetings and events has increased (122 more EL parents attended DELAC in the 2022-23 school year), ACCESS has seen a decline in the percentage of unduplicated pupils who are chronically absent (EL: 55.1% to 51.9%; Foster Youth: 28.4% to 26.8%; SED: 47.1% to 47%) , which demonstrates the benefits of family engagement , but also highlights the need to further support the expansion of these opportunities. (see OCDE LCAP Metrics - Goal 1 for data points)

Goal 1 - Action 3: Extended Learning Opportunities to Close Equity Gaps

Learning beyond the classroom is a valuable tool for engaging students and provides opportunities for them to explore unfamiliar career paths, interact with the world in new ways, and participate in experiences not found in their communities. For students who are in foster care, English learners, and SED, these opportunities provided by the school are essential to their personal development, as they may otherwise be cost prohibitive or present transportation challenges. Presenting students with culturally-engaging educational experiences outside of the classroom opens doors to possibilities and gives students who are foster youth, English learners, and SED equitable access to advanced technology, activities, services, events, and field trips that reveal a world they did not know existed where they are empowered to create new dreams for themselves and begin to write their next chapter.

While overall annual student attendance has remained somewhat consistent (79.88%, 79.84%, and 81.2%), and attendance among English Learners and Homeless pupils has shown a slight increase (EL: 73.19% to 75.76% and Homeless: 67.40% to 70.42%), our Chronic Absenteeism rate in our unduplicated K-8 population has seen a decline (EL: 55.1% to 51.9%; Foster Youth: 28.4% to 26.8%; SED: 47.1% to 47.0%). However, anecdotal data from instructional staff reveals a jump in attendance and participation on days when co-curricular activities are being offered. This information illustrates the value of providing these extended learning opportunities to students to promote positive attendance among unduplicated pupils with special attention paid to opportunities for our K-8 population. (see OCDE LCAP Metrics - Goal 1 for data points)

Goal 1 - Action 7: School-Based Mental Health Services

For students facing mental health challenges, the ability to focus on academic studies can be significantly impacted which creates barriers to success. Students shared during school meetings that they struggle to maintain school attendance and academic performance when experiencing depression or anxiety related to personal situations, and feedback from parents reveals the significant impact individualized mental health supports provided at the school is having on students. Positive mental health, including prosocial fitness activities, is essential for students to be able to regain their focus and grow in their learning, and all students can benefit from having access to school-based mental health supports offered by qualified professionals. Students who are in foster care and SED report greater instances of anxiety and depression related to environmental instability and language barriers, which indicates an appreciable learning disadvantage for these student populations. This action provides for mental health support and services to mitigate these challenges that can impede personal growth and academic achievement. Supporting students who are in foster care and SED in the development of resiliency and emotional well-being will lead to positive attendance, increased academic effort, and improved achievement.

Data spotlights an annual decline in the percentage of students in OCDE's school programs who were suspended (1.6% in 2019-20 to .6% in 2021-22) which speaks to student growth in interpersonal interactions and classroom behavior, as well as improved mental health, which is largely attributable to the guidance of the staff who provide school-based mental health services, and highlights the need to continue these services with a focus on support for our unduplicated pupils who are experiencing greater personal challenges leading to anxiety and depression. (see OCDE LCAP Metrics - Goal 1 for data points)

Goal 1 - Action 8: Specialized Support Services for Successful Transitions

Transitioning between school placements or on to post-secondary education and the workforce can be a time of apprehension for all students, and having staff to guide them, answer questions, and support their growth and development is instrumental to establishing a foundation on which to build their futures. Students who are in foster care, English learners, and SED often face greater challenges that disrupt their ability to successfully transition to new environments due to frequent school placements, inconsistent attendance, uncertainty in navigating resources, language barriers, or lack of access to essential needs. This action will provide highly-trained staff to support student transitions by empowering students to understand their transcripts, develop education plans, set goals, and monitor their progress toward graduation. These services will be available to all students, but principally benefit our unduplicated students who have the greatest need and will be essential toward their academic achievement and success in the future.

Using the new, required 4-5 year cohort calculation, the 2022 California Dashboard reflects an OCDE graduation rate of 52.3%, which is lower than last year's reported graduation rate (78.1%) using the previously approved 1-year/12th grade graduation rate calculation. Were we to use this former calculation, OCDE's 2022 graduation rate would be 81.3%, and when compared to 78.1%, OCDE schools are demonstrating growth. However, OCDE's vision that Orange County students will lead the nation in college and career readiness and success drives our commitment to continue improving the high school graduation rate in future years, with a particular focus on the graduation rate for unduplicated pupils in OCDE's school programs. For this reason, specialized support services for transitioning students

who are foster youth, SED, and English learners is essential to the realization of this vision. (see OCDE LCAP Metrics - Goal 1 for data points)

Goal 2 - Action 1: Individualized Academic Support to Close Equity Gaps

Individualized academic support based on the needs of the student enhances understanding and allows for greater and more equitable access to the curriculum. In the case of English learners, foster youth, and SED students who have struggled to equitably engage in the learning process, this individualized assistance can mean the difference between success and ongoing academic struggles. Unduplicated pupils face greater barriers to educational attainment than their peers; therefore, individualized academic support principally benefits those students for whom the services are designed and targeted by addressing the needs of these student groups first. Private tutorial services are cost prohibitive for families who are SED. By offering individualized tutoring and remediation services onsite at schools, OCDE is able to provide students high-quality supplemental support they might not otherwise have access to in their communities without added expense or the need to transport the student to different location, which is challenging for SED families with financial and/or transportation barriers. For students who are English learners, OCDE provides bilingual, language-proficient tutors to support students in the acquisition and use of English. These specialized tutors receive monthly, research-based professional development in the area of EL best practices which allows them to provide targeted assistance to students who are newcomers or long-term English learners.

The percentage of English learners achieving a performance level of "Moderately or Well Developed" on the ELPAC assessment rose 13% in the 2022-23 school year; therefore, the benefits of individualized academic support is evident for English learners in order to provide students with the skills necessary to reach language proficiency. Of similar importance is the need to continue providing additional support to students who are SED and foster youth whose student groups experienced percentage decreases on the i-Ready assessments in reading (decreases of 15% and 7%, respectively) and math (decreases of 14% and 6%, respectively) and require the ongoing individualized support in order to recover lost learning and work toward content mastery. (see OCDE LCAP Metrics - Goal 2 for data points)

Goal 2 - Action 2: College/Career Exploration Opportunities Principally Benefiting Students who are Low-Income/SED

A robust and engaging educational program presents opportunities for students to explore college and career interests as an essential component for self-discovery and skill development. Teachers and parents of OCDE students who are SED share that these students often face additional obstacles that impede their opportunity to benefit from such activities due to transportation challenges which make accessing the resources difficult and the financial costs associated with these types of opportunities. This action will provide students with school-based extended learning opportunities designed to support college and career readiness in real world settings. While these services will be rewarding for all students, this action will principally benefit SED students by granting them equal access to job preparedness activities including resume skill-building, business attire, career inventories, and goal-setting workshops, leading to student empowerment, increased engagement with the school, and improved academic achievement.

The attendance rate for homeless/SED students rose 3% while drop out rates for students who are homeless and SED fell by 16% and 7%, respectively, which indicates engagement efforts are working and students are able to participating in learning on a more regular basis. By offering college and career exploration opportunities to students who are homeless/SED, students learn the value of educational attainment and goal setting, which allows them to begin visualizing a future for themselves beyond their current circumstances. When students become excited about their future and aspire to reach their dreams, school attendance shows improvement as they recognize the correlation between positive attendance and goal attainment. (see OCDE LCAP Metrics - Goal 1 for data points)

Goal 3 - Action 6: Staff Professional Development to Principally Benefit Students who are English Learners, Low-Income/SED, or Foster Youth

When viewed as individuals, all students have their own challenges, interests, abilities, and personal experiences, and skilled educators acknowledge these differences and make adjustments to support their students in an individualized, culturally-respectful manner that celebrates their uniqueness, supports their areas of need, and highlights their strengths. For students who are English Learners, SED, and foster youth and are faced with additional challenges such as language barriers, cultural unfamiliarity, socio-economic struggles, and school transiency, having school staff trained to support and honor their circumstances allows them to feel seen and valued, leading to greater student engagement, improved attendance, and increased student achievement. Professional development for staff that is targeted to the needs of unduplicated pupils provides educators with a greater understanding of our students as people who deserve to have their cultures honored, needs addressed, and dreams supported.

The need for this action became apparent when we experienced a mild decline in the chronic absenteeism rate of students who are English Learners (- 3.2%), SED (- .1%), and foster youth (- 1.6%), but not the rate drop we anticipated following our targeted interventions in the 2022-23 school year, which indicates we have more work to do to support our unduplicated populations and make school an inclusive and engaging environment for them. Although LCAP survey results indicate that students in OCDE's school programs do feel their schools support and value cultural diversity (80% of ACC students; 50% of AJH students, and 86% of students in the Division of Special Education), this continues to be a growth opportunity for the staff to increase the percentage of students who feel connected and welcome in their school community, allowing us to continue the downward trajectory of our chronic absenteeism rate. Targeted professional development will enhance staffs' ability to create inclusive environments where all students feel accepted, wanted, and appreciated despite their challenges, especially students who are foster youth, SED, and English Learners who can feel disconnected to the school due to situational barriers. (see OCDE LCAP Metrics - Goal 1 for data points)

Goal 4 - Action 3: Interventions and Supports for Students who are Experiencing Homelessness

While there are actions in the LCAP that principally benefit students who are SED, including homeless, Goal 4 - Action 3 was developed to principally target the areas of need we see for our students experiencing homelessness: low achievement in ELA (56.3% on SBAC assessment) and Math (14.3% on SBAC assessment), and chronic absenteeism (52.9%). OCDE recognizes that homelessness negatively impacts students' ability to succeed academically when they are faced with the cumulative effects associated with housing instability and poor attendance patterns. Attention will be given to developing activities and services that, while beneficial for all students, promote an extra level of support to students experiencing homelessness. Participation in extended day workshops in dynamic and in-demand STEM/STEAM career fields will be targeted toward our population of homeless students first to encourage this special student group to attend school regularly in order to explore an industry sector that might otherwise not be accessible to them were the school not providing those opportunities.

In addition, OCDE families experiencing homelessness will also have access to workshop series and learning opportunities specific to their needs, including availability of community resources, self-advocacy, and action-oriented behaviors to support marginalized communities. Participation in these in-person and online events will be open to all families interested in learning more about these topics, with families experiencing homelessness being given priority attendance. (see OCDE LCAP Metrics - Goal 4 for data points)

Goal 4 - Action 4: Interventions and Supports for Students who are Socioeconomically Disadvantaged (SED)

Assistance with school transportation and leadership development activities benefit all students, but principally benefit SED students whose families report greater challenges securing transportation to school for their children. In addition, school referrals for mental health support among students who are SED reveal that this unduplicated population has more significant signs of depression and low-self esteem and higher instances of becoming justice-involved youth. According to the 2022 California Dashboard, 100% of justice-involved students in an OCDE institution school are identified as "low income." Data reveals that OCDE students who are SED experience a significant number of school absences (51.9% are chronically absent) leading to lower academic achievement (13% "on or above grade level" on iReady Reading and 8% "on or above grade level" on iReady Math) and a low graduation rate (77%).

To support the developmental needs of SED students, we will provide transportation assistance, as well as opportunities for students who are SED to participate in leadership series and more extensive co-curricular workshops that will give them the time and space to learn, develop their skills, and demonstrate new abilities.

We anticipate that by removing school transportation barriers, empowering students with leadership skills, and providing them opportunities to practices these new skills independently and with peers, attendance will increase and students will grow in their self-confidence and ability to advocate for themselves, leading to increased feelings of self-worth, which can be a particularly important area of need for students who are SED. Similarly, students who are able to explore learning in new settings such as week-long science camps are able to immerse themselves in the curriculum and experience a greater depth of understanding. For students who are SED, including those experiencing

homelessness, long-form learning opportunities would be cost prohibitive were they not offered by the school and supported by empathetic educators who understand the intrinsic value these opportunities provide. (see OCDE LCAP Metrics - Goal 4 for data points)

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In order to fulfill the vision that Orange County students will lead the nation in college and career readiness and success, OCDE understands the importance of providing all students in its school programs with high quality academic services in safe, welcoming, engaging, culturally-inclusive, and supportive environments. Each student who enrolls in an OCDE school program does so with his or her own set of circumstances, abilities, interests, and challenges. To effectively educate students, OCDE school teams treat students as individuals in schools that collectively provide well-maintained environments and appropriately staffed learning communities.

The 2023-24 LCAP actions represent an ongoing commitment toward increasing communication with educational partners by providing additional opportunities for them to engage with the school, as well as offering all students the academic and mental health supports they need to achieve academically and become productive, resilient, and contributing members of their communities. Credentialed and classified staff in all OCDE schools will continue to participate in ongoing training to enhance their instructional skills and allow them to implement State standard curriculum with fidelity and integrity, and students will have empathetic school teams who support them in making progress toward their goals. Success may look different for each student in an OCDE school program, but whatever path the student is on, staff and resources will be in place to guide them toward the attainment of goals and dreams.

OCDE also recognizes the remarkable challenges facing youth who are in foster care, English learners, and SED, which can disproportionately impede their ability to focus on academic achievement. Despite notable improvements in some metrics related to unduplicated pupil groups, opportunities for growth still exist. In 2022-23, the attendance rate for English learners and homeless/SED students in ACCESS declined, and the rate of chronic absenteeism rose for all unduplicated pupil groups in the SES program, a vulnerable student population for whom the pandemic was particularly dangerous. The dropout rate for ACCESS high school students who are homeless/SED climbed, and students who are English learners scored lower on the ELPAC and i-Ready assessments.

To address these challenges and support the students in the acquisition of their goals, OCDE has dedicated actions within the LCAP to meeting those needs. While the actions noted in the section above are provided to all OCDE students, but principally benefit foster youth, English learners, or SED students, the additional LCAP actions listed below are directed specifically for an intended unduplicated pupil group to respond to their unique needs.

STUDENTS WHO ARE ENGLISH LEARNERS (EL)

- Goal 1 - Action 4, Goal 2 - Action 5, and Goal 4 - Action 1 respond to the need for English learners and their families to be provided extended opportunities for engagement and learning with targeted supports that make the information accessible and applicable

and will enhance ongoing language development. For a school, inclusivity means creating an environment of acceptance and understanding where diversity is valued and supported. All students deserve to have equal access to opportunities, activities, and shared decision-making, but for EL students and their families, additional outreach and specialized opportunities above and beyond what is provided to all is essential for them to feel welcome, appreciated, and respected. To a greater extent, the targeted EL services in these LCAP actions will hold open the door to increased engagement and participation on the part of students who are learning English and their families, leading to increased student attendance, more access to programs and services offered by the school, and ultimately, improved academic performance and language proficiency.

STUDENTS WHO ARE LOW INCOME/SOCIOECONOMICALLY DISADVANTAGED (SED)

- Goal 1 - Action 6 and Goal 2 - Action 6 address the unique needs of students who are SED and do not otherwise have equitable access to essential items or support services due to a lack of resources. Understanding and meeting the essential needs of SED students and their families, including those who are homeless, is foundational to their development and allows them to attend school feeling prepared to learn and engage with their peers.

By providing the SED students with access to essential items and support services, students will be able to attend school regularly resulting in improved attendance and engagement, increased academic growth, and higher graduation rates. Likewise, specialized supplemental academic support provided to a greater extent to OCDE students attending school inside an Orange County juvenile institution will aid in closing gaps in learning due to truancy, delinquency, transiency, and interpersonal challenges. All youth placed in a residential facility by either Social Services or Probation qualify for Free or Reduced Priced Meals, thereby making 100% of OCDE students in the ACCESS Juvenile Hall school "low-income," which illustrates the significant need to provide this population of SED students with targeted actions in the LCAP.

STUDENTS WHO ARE FOSTER YOUTH (FY)

- Goal 2 - Actions 3 and Goal 3 - Action 5 speak directly to the unique needs of FY within OCDE's schools. College and career preparedness can be challenging for FY. Multiple placements disrupt the planning process and make it difficult to set and achieve goals when the youth are managing ongoing distractions and disruptions in their lives. In our experience, focused, intentional assistance offered by caring, supportive, and highly trained individuals will provide FY in OCDE school programs with the space to explore college and career possibilities and work toward attainment of their dreams alongside staff who understand the nuances of the foster youth system and are able to manage the school paperwork associated with various enrollments. Similarly, the strategic coordination of services for FY is essential to their development and will create a continuum of support to meet their needs. Activities funded by this LCAP action are designed exclusively to meet the complex needs of FY, and staff supported by these actions are trained to identify and address areas of need and implement FY education plans.

The actions in the 2023-24 LCAP that are indicated as contributing to the increased or improved services as described above and in the prior section meet the percentage as required by legislation.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The concentration grant add-on was added to Education Code 42238.02 only applies to school districts, not county offices of education; therefore, this section is not applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$52,283,848.00	\$3,146,621.00	\$22,559,895.00	\$2,954,886.00	\$80,945,250.00	\$71,668,837.00	\$9,276,413.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Increased Communication for All Educational Partners	All	\$207,485.00		\$4,292.00	\$750.00	\$212,527.00
1	1.2	Family Engagement to Close Equity Gaps	English Learners Foster Youth Low Income	\$257,123.00		\$30,698.00	\$110,418.00	\$398,239.00
1	1.3	Extended Learning Opportunities to Close Equity Gaps	English Learners Foster Youth Low Income	\$1,620,346.00		\$25,905.00		\$1,646,251.00
1	1.4	Extended Learning Opportunities Principally Benefiting Students who are English Learners and their Families	English Learners	\$226,181.00			\$47,508.00	\$273,689.00
1	1.5	Healthy and Positive School Environments	All	\$2,154,850.00		\$341,311.00		\$2,496,161.00
1	1.6	Essential Items for Students who are Low Income/SED (Including Homeless)	Low Income	\$211,132.00			\$225,886.00	\$437,018.00
1	1.7	School-Based Mental Health Services	Foster Youth Low Income	\$3,673,378.00	\$113,276.00			\$3,786,654.00
1	1.8	Specialized Support Services for Successful Transitions	English Learners Foster Youth Low Income	\$1,495,296.00	\$31,918.00	\$79,795.00	\$16,669.00	\$1,623,678.00
1	1.9	Mental Health Services for Students with Disabilities	Students with Disabilities	\$1,065,820.00	\$329,409.00	\$1,379,867.00		\$2,775,096.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	Individualized Academic Support to Close Equity Gaps	English Learners Foster Youth Low Income	\$2,257,149.00			\$104,088.00	\$2,361,237.00
2	2.2	College/Career Exploration Opportunities Principally Benefiting Students who are Low-Income/SED	Low Income	\$50,342.00				\$50,342.00
2	2.3	College/Career Exploration Opportunities for Students who are Foster Youth	Foster Youth	\$3,750.00			\$25,004.00	\$28,754.00
2	2.4	Individualized Academic Support for Students who are Foster Youth in Group Homes/Short-Term Residential Therapeutic Programs (STRTP)	Foster Youth	\$1,570.00	\$597,826.00		\$359,285.00	\$958,681.00
2	2.5	Academic Support for Students who are English Learners	English Learners	\$1,043,523.00			\$245,919.00	\$1,289,442.00
2	2.6	Individualized Academic Support for Students who are Adjudicated	Low Income	\$100,000.00			\$1,660,604.00	\$1,760,604.00
2	2.7	Career Technical Education Opportunities for All Students, Including Students with Disabilities	All Students with Disabilities	\$311,192.00	\$127,461.00	\$5,100.00		\$443,753.00
3	3.1	Facilities Maintenance	All	\$921,163.00	\$568,000.00			\$1,489,163.00
3	3.2	State Standard Curriculum with Fidelity and Integrity for All Students, including Students	All	\$30,259,318.00	\$300,000.00	\$20,659,549.00		\$51,218,867.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		with Disabilities and students who are English Learners, Low-Income/SED, Foster Youth, and Homeless						
3	3.3	Coordination of Services for Expelled Youth	All	\$888,461.00	\$79,162.00			\$967,623.00
3	3.4	Coordination of Services for Orange County Foster Youth	Foster Youth		\$899,553.00		\$158,755.00	\$1,058,308.00
3	3.5	Coordination of Services for Students who are Foster Youth Within OCDE Schools	Foster Youth	\$46,141.00	\$100,016.00	\$33,378.00		\$179,535.00
3	3.6	Staff Professional Development to Principally Benefit Students who are English Learners, Low Income/SED, or Foster Youth	English Learners Foster Youth Low Income	\$740,736.00				\$740,736.00
4	4.1	Interventions and Supports for Students who are English Learners	English Learners	\$1,013,892.00				\$1,013,892.00
4	4.2	Interventions and Supports for Students who are Hispanic	Students who are Hispanic	\$50,000.00				\$50,000.00
4	4.3	Interventions and Supports for Students who are Experiencing Homelessness	Low Income	\$35,000.00				\$35,000.00
4	4.4	Interventions and Supports for Students who are Socioeconomically Disadvantaged (SED)	Low Income	\$3,650,000.00				\$3,650,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$61,009,457	\$8,646,226	14.17%	12.70%	26.87%	\$16,423,989.00	0.00%	26.92 %	Total:	\$16,423,989.00
								LEA-wide Total:	\$13,729,028.00
								Limited Total:	\$2,644,619.00
								Schoolwide Total:	\$50,342.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Family Engagement to Close Equity Gaps	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$257,123.00	
1	1.3	Extended Learning Opportunities to Close Equity Gaps	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: ACCESS schools	\$1,620,346.00	
1	1.4	Extended Learning Opportunities Principally Benefiting Students who are English Learners and their Families	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$226,181.00	
1	1.6	Essential Items for Students who are Low Income/SED (Including Homeless)	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$211,132.00	
1	1.7	School-Based Mental Health Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$3,673,378.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Specialized Support Services for Successful Transitions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,495,296.00	
2	2.1	Individualized Academic Support to Close Equity Gaps	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: ACCESS schools	\$2,257,149.00	
2	2.2	College/Career Exploration Opportunities Principally Benefiting Students who are Low-Income/SED	Yes	Schoolwide	Low Income	Specific Schools: ACCESS	\$50,342.00	
2	2.3	College/Career Exploration Opportunities for Students who are Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$3,750.00	
2	2.5	Academic Support for Students who are English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,043,523.00	
2	2.6	Individualized Academic Support for Students who are Adjudicated	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: ACCESS Juvenile Hall School (AJH)	\$100,000.00	
3	3.5	Coordination of Services for Students who are Foster Youth Within OCDE Schools	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$46,141.00	
3	3.6	Staff Professional Development to Principally Benefit Students who are English Learners, Low Income/SED, or Foster Youth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$740,736.00	
4	4.1	Interventions and Supports for Students who are English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,013,892.00	
4	4.3	Interventions and Supports for Students who are Experiencing Homelessness	Yes	LEA-wide	Low Income	All Schools	\$35,000.00	
4	4.4	Interventions and Supports for Students who are	Yes	LEA-wide	Low Income	All Schools	\$3,650,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Socioeconomically Disadvantaged (SED)						

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$62,902,411.00	\$62,323,208.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Increased Communication for All Educational Partners	No	\$174,912.00	\$194,785
1	1.2	Family Engagement to Close Equity Gaps	Yes	\$282,434.00	\$309,411
1	1.3	Extended Learning Opportunities to Close Equity Gaps	Yes	\$1,277,609.00	\$312,122
1	1.4	Extended Learning Opportunities Principally Benefiting Students who are English Learners and their Families	Yes	\$192,706.00	\$126,760
1	1.5	Safe and Positive School Environments	No	\$1,095,191.00	\$1,035,348
1	1.6	Essential Items for Students who are Low Income (Including Homeless)	Yes	\$352,528.00	\$851,197
1	1.7	School-Based Mental Health Services	Yes	\$2,175,343.00	\$1,059,587
1	1.8	Specialized Support Services for Successful Transitions	Yes	\$1,502,036.00	\$1,116,780
1	1.9	Mental Health Services for Students with Disabilities	No	\$690,696.00	\$660,183

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Individualized Academic Support to Close Equity Gaps	Yes	\$1,004,913.00	\$1,140,178
2	2.2	College/Career Exploration Opportunities Principally Benefiting Students who are Low-Income	Yes	\$208,760.00	\$104,869
2	2.3	College/Career Exploration Opportunities for Students who are Foster Youth	Yes	\$24,673.00	\$26,434
2	2.4	Individualized Academic Support for Students who are Foster Youth in Group Homes/Short-Term Residential Therapeutic Programs (STRTP)	No	\$383,263.00	\$498,213
2	2.5	Academic Support for Students who are English Learners	Yes	\$1,579,972.00	\$742,533
2	2.6	Individualized Academic Support for Students who are Adjudicated	Yes	\$1,391,233.00	\$964,830
2	2.7	Career Technical Education Opportunities for All Students, Including Students with Disabilities	No	\$537,874.00	\$741,833
3	3.1	Facilities Maintenance	No	\$1,385,830.00	\$854,313
3	3.2	State Standard Curriculum with Fidelity and Integrity for All Students, including Students with Disabilities and students who are English Learners, Low-Income, Foster Youth, and Homeless	No	\$45,827,386.00	48,825,091
3	3.3	Coordination of Services for Expelled Youth	No	\$925,281.00	\$984,295
3	3.4	Coordination of Services for Orange County Foster Youth	No	\$857,853.00	\$896,503

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Coordination of Services for Students who are Foster Youth Within OCDE Schools	Yes	\$284,149.00	\$190,891
3	3.6	Staff Professional Development to Principally Benefit Students who are English Learners, Low Income, or Foster Youth	Yes	\$747,769.00	\$687,052

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$7,899,753	\$8,565,829.00	\$5,546,009.00	\$3,019,820.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Family Engagement to Close Equity Gaps	Yes	\$190,353.00	\$217,895.00		
1	1.3	Extended Learning Opportunities to Close Equity Gaps	Yes	\$1,255,111.00	\$289,615.00		
1	1.4	Extended Learning Opportunities Principally Benefiting Students who are English Learners and their Families	Yes	\$162,900.00	\$105,518.00		
1	1.6	Essential Items for Students who are Low Income (Including Homeless)	Yes	\$155,274.00	\$744,743.00		
1	1.7	School-Based Mental Health Services	Yes	\$2,043,778.00	\$920,005.00		
1	1.8	Specialized Support Services for Successful Transitions	Yes	\$1,392,673.00	\$996,588.00		
2	2.1	Individualized Academic Support to Close Equity Gaps	Yes	\$850,027.00	\$950,547.00		
2	2.2	College/Career Exploration Opportunities Principally Benefiting Students who are Low-Income	Yes	\$203,986.00	\$100,120.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	College/Career Exploration Opportunities for Students who are Foster Youth	Yes	\$1,000.00	\$1,700.00		
2	2.5	Academic Support for Students who are English Learners	Yes	\$1,297,173.00	\$433,605.00		
2	2.6	Individualized Academic Support for Students who are Adjudicated	Yes	\$100,000.00	\$35,500.00		
3	3.5	Coordination of Services for Students who are Foster Youth Within OCDE Schools	Yes	\$165,785.00	\$67,221.00		
3	3.6	Staff Professional Development to Principally Benefit Students who are English Learners, Low Income, or Foster Youth	Yes	\$747,769.00	\$682,952.00		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$56,182,325	\$7,899,753	8.51%	22.57%	\$5,546,009.00	0.00%	9.87%	\$7,134,859.86	12.70%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Appendices

Appendix A: Acronym List

Appendix B: Educational Partners

Appendix C: OCDE Student Demographic

Appendix D: Family Engagement Events in ACCESS 2020-2023

Appendix E: ACCESS and Special Education Division Surveys (Parent, Student, and Staff)

**LOCAL CONTROL AND ACCOUNTABILITY PLAN
ACROYNMS AND ABBREVIATIONS**

Appendix A

ACCESS Alternative, Community, and Correctional Education Schools and Services

AP Advanced Placement

CAASPP California Assessment of Student Performance and Progress

CALPADS California Longitudinal Pupil Achievement Data S

CCI College and Career Preparedness

CCR California Code of Regulations

CDE California Department of Education

CHEP/PCHS Community Home Education Program/Pacific Coast High School

CHKS California Healthy Kids Survey

CHSPE California High School Proficiency Exam

COE County Office of Education

CSEA California School Employees Association

CSI Comprehensive Support and Improvement

CTE Career Technical Education

CWA Child Welfare and Attendance

DASS Dashboard Alternative School Status

DHH Deaf and Hard of Hearing

DELAC District English Learner Advisory Committee

EADMS Educator's Assessment Data Management System

**LOCAL CONTROL AND ACCOUNTABILITY PLAN
ACROYNMS AND ABBREVIATIONS**

Appendix A

EADC Evaluation Assessment & Data Center

EAP Early Assessment Program

EC Education Code

EL English Learner

ELA English Language Arts

ELAC English Learner Advisory Committee

ELD English Language Development

ELDA English Language Development Assistants

ELPAC English Language Proficiency Assessments for California

FIT Facility Inspection Tool

FRC Family Resource Center

FYSCP Foster Youth Services Coordinating Program

GED General Education Development Test

GLAD Guided Language Acquisition Design

HiSET High School Equivalency Test

HLC Harbor Learning Center

IEP Individual Education Plan

LCAP Local Control Accountability Plan

LCFF Local Control Funding Formula

**LOCAL CONTROL AND ACCOUNTABILITY PLAN
ACROYNMS AND ABBREVIATIONS**

Appendix A

LEA Local Education Agency

NGSS Next Generation Science Standards

NTID National Technical Institute for the Deaf

OCCS Orange County Community Schools

OCDE Orange County Department of Education

OCSEA Orange County Schools Educators Association

RFEP Re-designated-Fluent English Proficient

SBAC Smart Balance Assessment Consortium

SED Socioeconomically Disadvantaged

SES Special Education Services

SLP Speech Language Pat

SSC School Site Council

ST Math Spatial-Temporal Math

STEM Science, Technology Engineering and Math

STEAM Science, Technology Engineering, Art, and Math

STRTP Short-Term Residential Therapeutic Program

SWD Students with Disabilities

TK Transitional Kindergarten

WASC Western Association of Schools and Colleges

EDUCATIONAL PARTNERS

Appendix B

The following is a list of stakeholders and community partners that assist in the achievement of the LCAP goals, actions, and services, as well as supporting the needs of the whole child.

211 Orange County
Art and Creativity for Healing
Blue Ribbon Commission of Orange County
Boys & Girls Club of Anaheim
Buena Park Coordinating Council
California State University, Fullerton
Casa Youth Shelter
Catholic Charities
Chapman University
Coast Community College District
Court Appointed Special Advocates for Children, Orange County
Department of Rehabilitation, Orange County
Disciplina Positiva/Positive Discipline
ELKS Club of Orange
FaCT Resource Centers
Families Forward
Family Solutions Collaborative
Fullerton College
Girls, Inc.
Giving Children Hope
Grand Parents Autism Network
HERO For Kids Foundation
Home Aid Family Care Center
Human Options
Inside the Outdoors
Junior Achievement
Latino Educational Attainment Initiative
MADD – Mothers Against Drunk Driving

Orange County Health Care Agency Orange County
Human Relations
Orange County Juvenile Court
Orange County Probation Department Orange County
Public Libraries
Orange County Social Services Agency OCTI-Orange
County Transition Initiative Orangewood Foundation
Padres Unidos
Pure Game
Rancho Santiago Community College District
Regional Center of Orange County

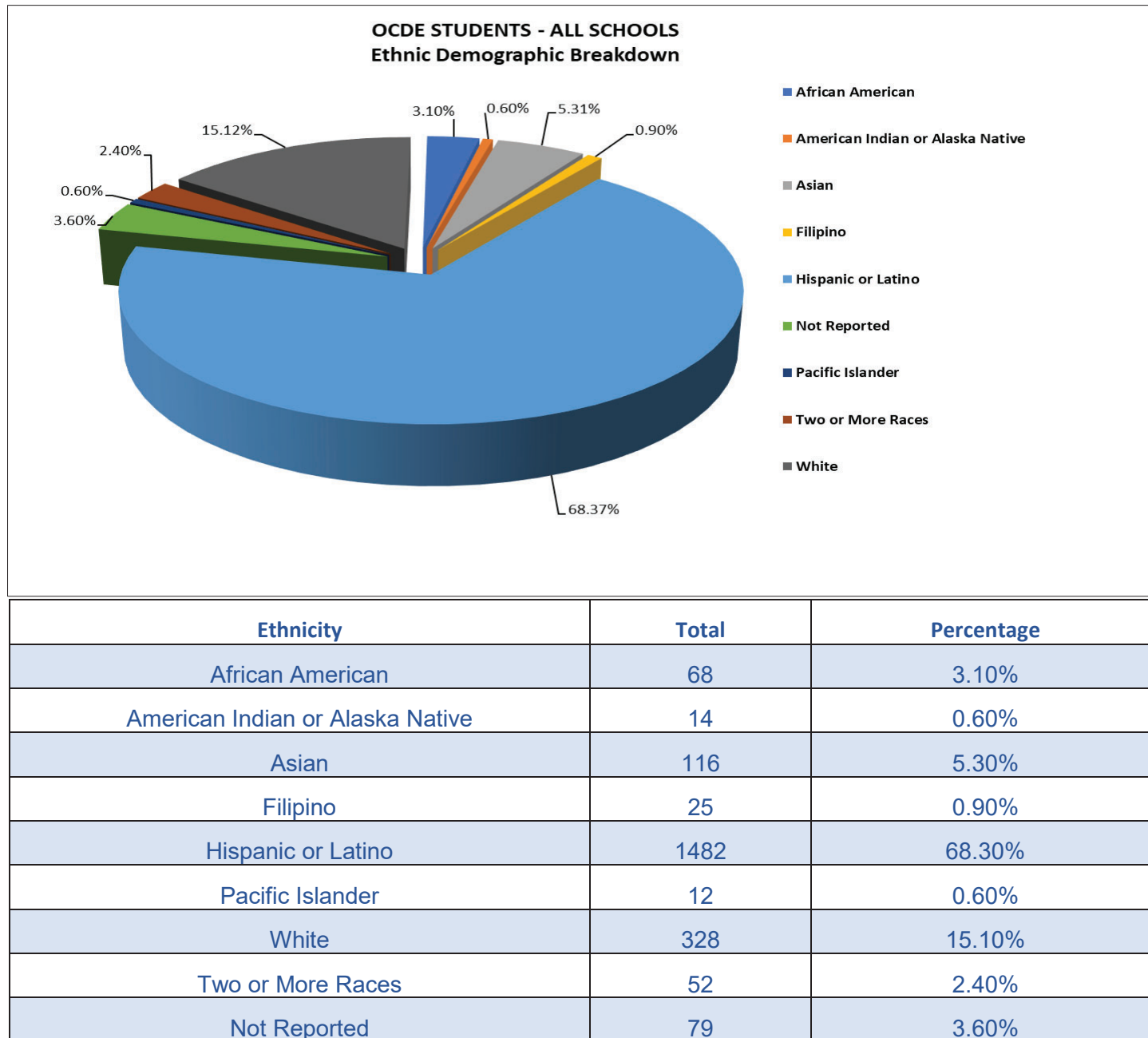
Rotary Club of Villa Park
Saddleback Church
Schools First Federal Credit Union
Second Harvest Food Bank
Segerstrom Center for the Arts
Share Our Selves
South Orange County Community College
District Southland Sings
Special Olympics of Orange County
St. Vincent de Paul Society
Sunburst Youth Academy Booster Club
TASK-Teams of Advocates for Special Kids Taller
de San Jose/Hope Builders
United States National Guard
University of California, Irvine
University of Southern California

EDUCATIONAL PARTNERS

Appendix B

Mariners Church
New Alternatives Wrap-Around Program
North Orange County Community College District
Olive Crest
Orange Coast College
Orange County Asian Pacific Islander Community
Alliance Orange County Business Council
Orange County Children's Partnership
Orange County Community Foundation
Orange County Department of Rehabilitation
Orange County District Attorney's Office

Vanguard University
Waymakers
Western Youth Program
WIA Youth Program
Working Wardrobes
YES – Youth Employment Services of Anaheim
YES – Youth Employment Services of Costa Mesa



Family Engagement Events in ACCESS 2020-2023

Based on Epstein's Typology

Type of Engagement	2020-2021	2021-2022	2022-2023
Type 1 – Parenting	62	104	158
Type 2 – Communicating	21	24	36
Type 3 – Volunteering	21	38	44
Type 4 – Learning at Home	0	7	14
Type 5 – Decision Making	23	20	21
Type 6 – Collaborating with the Community	18	76	16
Type 7 – Relationship Building	8	6	11
TOTAL	153	275	300

ACCESS Parent Feedback	2022-2023
Prepared by Orange County Department of Education Evaluation & Data Center	March 2023

The following is a summary of the data collected from a survey of ACCESS students' parents. This data summary is arranged to provide survey results by survey and by item.

Instrument:

Survey items were developed to capture respondents' perceptions of how well the district is achieving its LCAP goals. This survey is structured so that respondents would retrospectively report on the degree to which they felt each item was met, accomplished, or achieved.

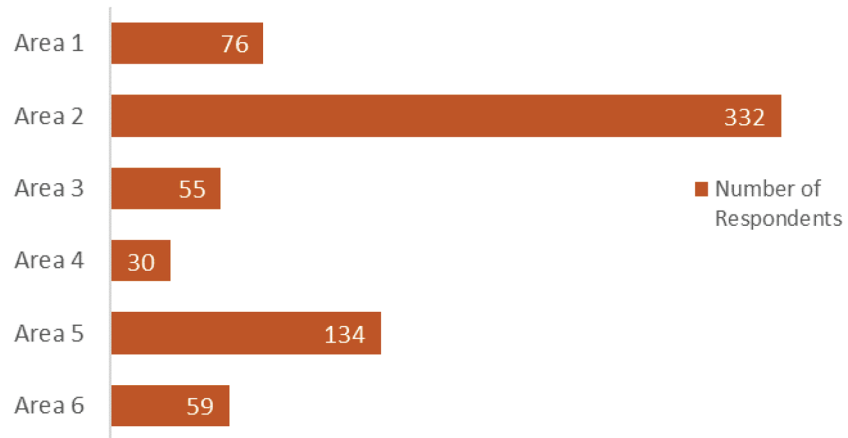
Method:

The survey was administered as an online survey with an approximate 4-week administration window; January 20, 2023 to February 20, 2023. Following standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 686 survey responses were received (N=686 parents).

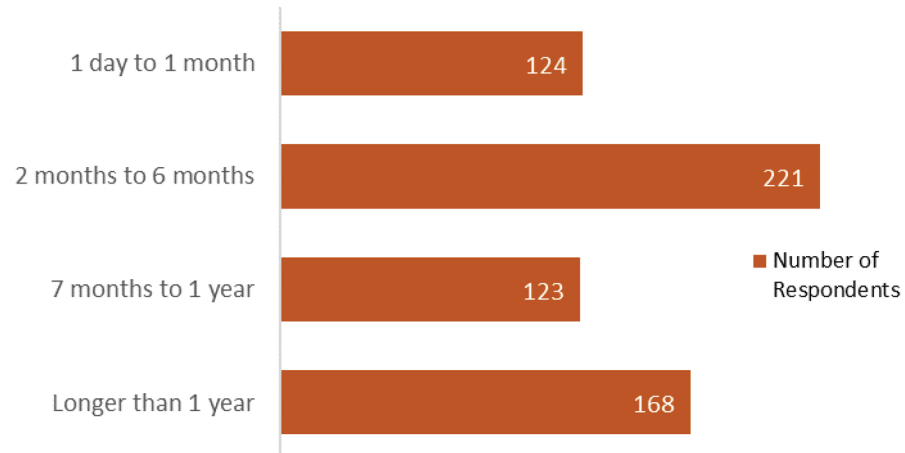
Analysis:

The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received. Comparison to prior survey data was conducted where possible.

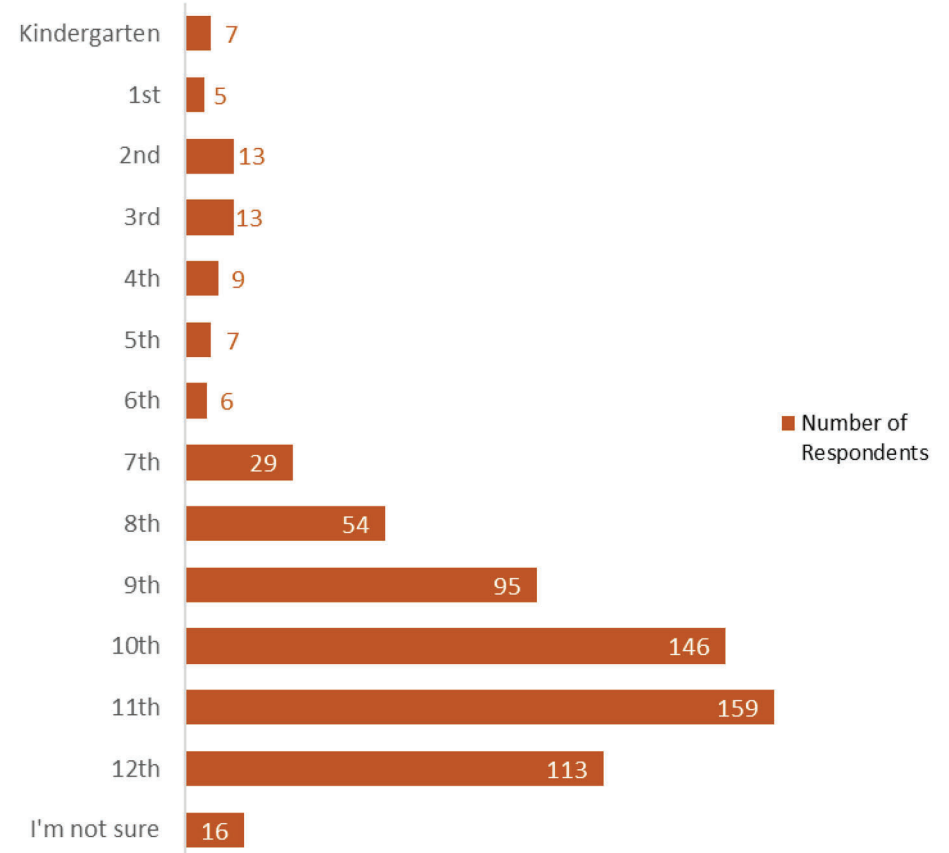
What Area does your child attend?



How long has your child been enrolled in an ACCESS school?

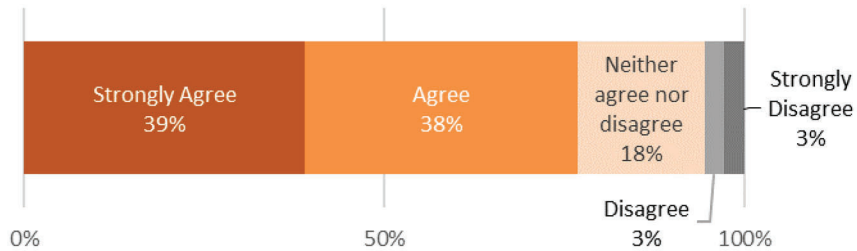


My child's grade level:



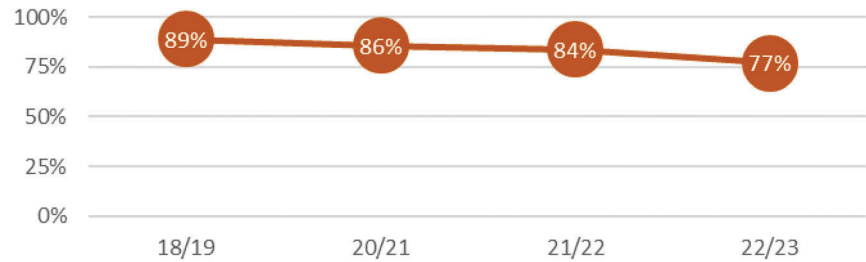
1. I feel my child is making academic progress.

n=626



Comparison to Prior Years

Note. % Strongly Agree + % Agree

Appreciation/
Positive
Comments

- :) I am very happy with the sunburst program. My daughter is happy and so am I :)
- Able to practice independence.
- Es la primera vez que mi Hijo quiere ir ha la escuela con la maestra. [It is the first time that my son wants to go school with the teacher.]
- Es una buena ayuda, muy buena escuela, les dan muchan posibilidad a los estudiantes, [It is good help, very good school, students are given given lots of possibility]
- Estoy. Muy. Agradecida. Porla. Ayuda. Quemedan. Yporque. Mi. Hijo.esta. Aprendiendo. Muy. Bien. Y. Gracias. AESA. Escuela [I'm very grateful for the help they provide, and also because my son is learning well thanks to this school.]
- Excelente liderazgo hacia los alumnos y reapeto [Excellent leadership towards students and respect]
- Excelente [Excellent]
- Exelente trabajo [Excellent job]
- Gracias al Maestro Ryan Hinkle por su apoyo y por darle tiempo ha mi hijo [Thanks to the teacher Ryan Hinkle for his support and for decicating some time to my son]
- Hay mucho apoyo y la maestra y griselda ayudan mucho. [There is a lot of support and the teacher and Griselda help a lot.]
- He is learning new things and most important he is discipline.
- he's a good teacher
- Huge difference in her doing her work and that someon is paying attention to her
- I am very optimistic about pchs school setting. Encourage communication, problem solving, critical thinking.
- La maestra ayuda mucho [The teacher helps a lot]
- Me dice mi hijo que le esta gustando mucho y que esta cocinando. [My son tells me that helikes it a lot and that he is now cooking.]
- Me encanta esa escuela [I love that school]
- Mi hija esta comenzando a mejorar [My daughter is starting to improve]

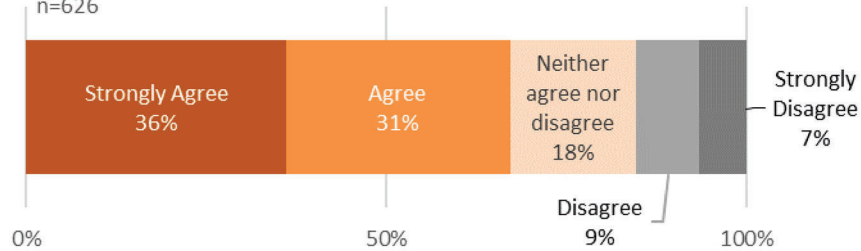
- Mi hija esta muy contenta (my daughter is very happy)
 - Moving to CHEP was the best thing that happened for my child academically.
 - Mr hall is a great teacher and so is Mrs Martinez everyone in this school is very good to my daughter and the everyone tries to help her go back to the district
 - Ms. Martin is awesome!
 - Ms. Ochoa is extremely caring and helpful
 - Ms. Ochoa, Karla, and griselda are always there ans have helped with my daughter's education and her mental health.
 - My child has trouble but CHEP is helping through it
 - My child's reading and writing is improving
 - My daughter thought she would never graduate .She will be graduating and Mr. Booth has made her feel confident.
 - My daughter has bettered in so many ways. From academics to personal behavior.
 - My daughter is a complete new person she has a learning disability and didn't understand the teacher when she used to go to Currie and now she does her homework and is improving so much thank you .
 - My kids academic progress has absolutely had such great process
 - My Son is doing great with Ms. Ochoa
 - My son loves the program
 - Para mi hija creo que está bien. Por el tipo de personalidad que ella tie y sin tantos Niños de la edad yo creo que estamos progresando en general [For my daughter I think it's fine, for her personality, and without so many children same age, I believe that we are progressing in general]
 - Si va mejorando mucho [he/she/it is improving a lot]
 - SkyView is the best school ever they always ready to help and safe for my child. I strongly recommend this school to all children.
 - Staff specifically Mr. Hall are really nice respectful and help students out the way they need. his teaching ways are very nice.
 - Thanks to his teacher Mrs. Torres she is awesome and very understanding and that's what makes my son want to continue and not give up and keep trying his best
 - The coursework is more assignments, without a traditional schedule more work can be completed and one-on-one assistance.
 - The program helps children develop stronger learning skills.
 - The SouthWest site is phenomenal. My daughter has felt loved and cared for since day 1. Her teacher Mr Booth keeps her actively engaged and motivated. She has also participated in Art4healing, enrolled in a college course, met with Daniel for job/college help and retuned her resume & mock int
 - The times I've talked to my daughter she tells me she's improved academically
 - We have been blessed with the most amazing teacher Mrs. Heidi Gherardini without her we probably would have left CHEP by now.
 - Went from struggling in school to above grade level and loving it.
 - Where she was at she was straight failing and now she is on it.
-
- my daughter is better here at ACCESS but can improve

Mixed-
sentiment
Comments

Suggestions/ Needs	<ul style="list-style-type: none"> • Acaba de empezar hace 2 semanas. Estaria bien mas dias de clases. Me gustaria saber si esta haciendo las tareas. Me gustaría que él se mantuviera más ocupado y le dieran más tareas. [He just started 2 weeks ago. It would be nice if there were more days of classes. I would like to know if he is doing her homework. I would like him to stay busy and for him to get more homework.] • I believe she's okay but she is struggling with her mental health. She denies services. • I don't like this school. It is not helping him. Academically he is not doing well • I don't have an update of his progress • I have not heard anything regarding her academic career or progress. • I haven't received any updates on the status of his schooling at Sunburst. • It's hard for me to know for sure. I do t know how I'm able to check her progress. And, my daughter tells me she can't either. • Le hace falta que se enfoque. [He/she needs to focus.] • Mi hija no quiere ir a la escuela. Tengo dias que no la veo y no llega a la casa. [My daughter doesn't want to go to school. It's been days since I've seen her and she doesn't come home.] • Mi hija padece de depresión y ansiedad, tratamos de comunicarnos con la maestra pero el número estaba mal y no nos pudimos conectar y recibimos una carta de truancy. [My daughter suffers from depression and anxiety, we tried to communicate with the teacher but the number was wrong so we could not connect and we received a truancy letter.] • Mi hijo no va a la escuela. Batallo mucho para que vaya. El no a ido en 2-3 semanas. [My son is not attending school. Is a big struggle to make him attend. He hasn't attended in 2-3 weeks.] • My child isn't trying at all • My children are online-only and I wish there more 1 on 1 online support classes available to them. • My son has been there for less than a month and I need progress report to inform this assessment. Please provide list of classes; and progress report / RepoCard. • My son refuses to attend. So it is my child's fault I ranked it a 1. • No he mirado avance [I have not seen progress] • No puede Leer con fluides y eso lo frustra [He can't read fluently and that frustrates him] • No quiere asistir a la escuela (doesn't want to attend school) • Our Teacher changes every 2 weeks, hard to create a good follow up. my son missed appointment with last teacher because of illness, tried to call to schedule, got another teacher who knew nothing about my son and now scheduled with another in 1.5 weeks.. • Se le complica un poco la tarea independientemente [Struggles with homework independently] • The teacher is terrible • Too many tests are still open book (in fact most of them are open book). Doesn't prepare them for college where you are expected to learn and retain the information for tests. • We signed up for the packets but now it's online learning which my son has issues with online learning. Needs to go back to packets
Neutral- sentiment Comments	<ul style="list-style-type: none"> • We just switched schools but cannot say yet. • They just started • She doesn't talk / open up to me about her skool experiences so I

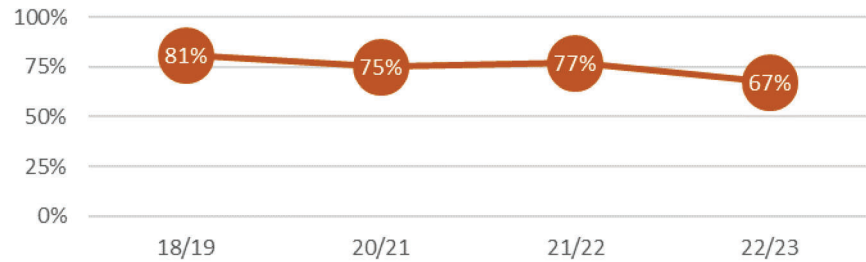
2. I have discussed my child's education with his/her teacher.

n=626



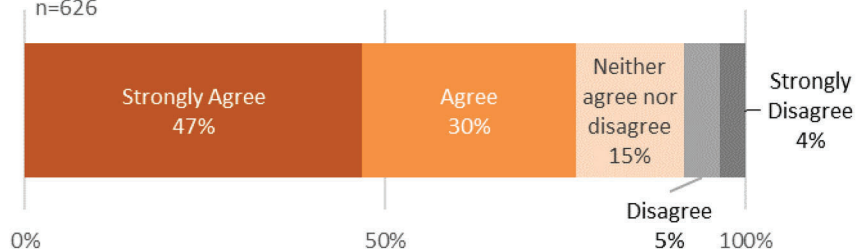
Comparison to Prior Years

Note. % Strongly Agree + % Agree



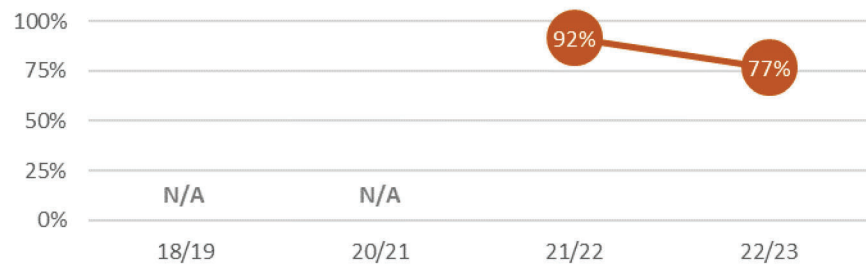
2. a) I feel comfortable reaching out to my child's school.

n=626



Comparison to Prior Years

Note. % Strongly Agree + % Agree



Appreciation/
Positive
Comments

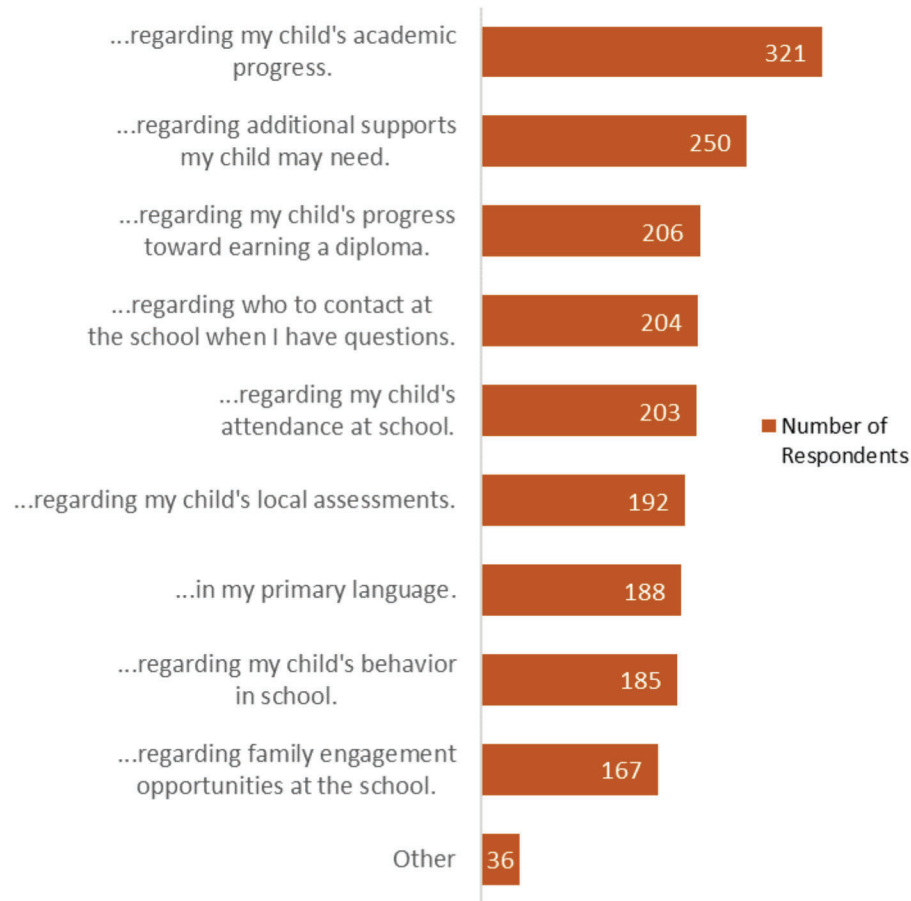
- :)
- Access is cool
- All staff always happy to be of assistance!
- Buena atención [Good attention]
- CHEP staff has been very helpful
- El maestro Barraza es muy amable [Maestro Barraza is very friendly]
- Everyone at access has been very welcoming and continues to stay in contact with us as parents.
- Everyone front the font to her teacher therapist all know who we are and provide lots of good positive input
- Everyone is super engaged and responsive.
- Excellent staff

	<ul style="list-style-type: none"> • forces parents to be more involved where your kids need it before it is to late. Making responsible little people for the future. • Griselda has great follow up and resources. She always answers my calls. • Hall is tall • he is doing good in school • Her teachers are not the person I meet with every month to discuss my daughter's progress/learning/academic standing. • I don't have any issues with the school. Everything is good. • I don't know my sons exact academic status but according to his letters he is motivated, he is studying and he asked me to buy him a book which he has NEVER done. This program is a blessing thus far. • I get contacted regarding iep meetings • I recently call Mr hall and he tells me about my daughter and her grades and their really good and he tries to get up all her credits • Leslie is the best teacher, she is very caring. • Los martes puedo comunicarme mejor con la escuela. [On Tuesdays I can communicate better with school.] • Met with two teachers on in-take day for briefing. • Mr. Hinkle uses great communication • Mr.Booth let's me know where my son is in his editing • Mr.Hall and Ms. Griselda are good at communicating. • Ms. Mastin is always encouraging. • My child loves sunburst. I sometimes tak to the teacher • Once he moved to Swa is more safe • She tells me she is learning a lot and it's easier for her to understand concepts and learning is easier • si, porque se que puedo mandar mensajes hal maestro o ha Griselda [Yes, because I know that I can send messages to the teacher or to Griselda] • Si, tengo como un año que no he tenido comunicación con la escuela pero anteriormente sí, [Yes, it's been a year since I had communication with school but previously yes,] • The teachers and admin treat everyone like family. CHEP is truly a village helping our family to raise our daughter. • They are really good at communicating with me. If anything is wrong or if she is late because she takes the bus. They are really good at communication. • Very supportive. • Ways to communicate, phone, email, and in some cases can ask the teacher questions after the zoom checkins
Mixed-sentiment Comments	<ul style="list-style-type: none"> • Solo me comunico con ellos cuando me hablan. [I only communicate with them when they call me.]
Suggestions/Needs	<ul style="list-style-type: none"> • Don't really know who to call, keeps changing. need a constant contact • I don't feel the teacher is trustworthy so I don't approach her • I don't know how to reach out • It would be great if I can hear back regarding my childs progress and any information regarding her academics.

	<ul style="list-style-type: none">• La vez pasada pedi informacion pero me iban a llamar y no me llamaron al respecto de su progreso. [Last time I asked for Information they said they were going to call me but they didn't call me in regard to her/his progress.]• Los teléfonos no contestan, o no estan disponibles para contestar. [They do not pick up the phones, or are not available to answer.]• No. Nothing changes, they only receive packets• The school my daughter went to had no control or safety of him leaving campus
Neutral-sentiment Comments	<ul style="list-style-type: none">• I haven't had the opportunity to talk to my child's teacher

3. What are additional ways the school can better meet your child's educational needs? (check all that apply)

Communicate with me...



Write-in responses for Other

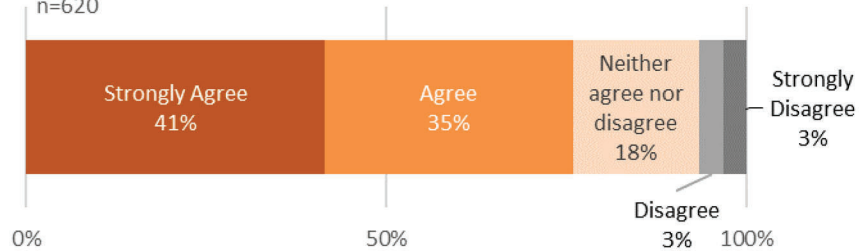
- Como motivar a mi estudiante con la asistencia a la escuela [How to motivate my student about attendance]
- Financial aid
- Have a constant contact when your teacher is gone and you get a sub every 2 weeks.
- IEP updates
- social and emotional support available- the wait is very long
- Using FaceTime or zoom

Appreciation/ Positive Comments	<ul style="list-style-type: none"> • aqui me gusta por que me comunican con todo lo que hace mi hija [I like here because they communicate everything that my daughter is doing] • CHEP is already meeting all these needs. • Diana makes me feel comfortable and speaks my language which I appreciate • Estoy muy contenta con su maestra. es muy profesional ella y me gusta. [I am very happy with his/her teacher. She is very professional and I like it.] • Everything being done is fine. • Everything has been great! • Everything we need to be address is already addressed and in place • Griselda ha ayudado cada vez que tengo una pregunta [Griselda has helped every time I had a question] • Hablo con Abril (I speak with April) • I am happy with the school communication • I don't have any issues with the school or my students teacher. The teacher and school keeps me informed. • IT helped her a lot • Llamo a Abril (I call April) • Me ha gustado que puedo hablar con alguien en Espanol. [I liked that I can talk to someone in Spanish.] • No improvement needed • No issues • PCHS does an excellent job at communicating. • So far so great! • son buenos el personal y especial la maestra [The staff is good and specially the teacher] • Thank you!!! • Thank you so much for everything at sunburst :) • Their communication is great and appreciated • There's not much that the school could change or do better because they're an awesome school anyways had to graduate there. Have three kids still there so they are doing a really great job. • they call me enough • This has been an excellent program.
Mixed-sentiment Comments	<ul style="list-style-type: none"> • Mom is happy with student progress and has no input. But would like contact for anything new.
Suggestions/ Needs	<ul style="list-style-type: none"> • Any feedback and overall do at least a follow up regarding my child's education • Comunicarme con alguien que hable español [Be able to talk with someone who speaks Spanish] • Comunicarse conmigo en español [Communicate with me in Spanish]

	<ul style="list-style-type: none"> • Comunicarse conmigo español. Que reciba la ayuda necesaria para poder regresar a su distrito. [Communicate with me in Spanish. To receive the necessary help to go back to your district.] • Con un email me gustaría saber su progreso. [I would like to know his/her progress in an email.] • I am worried my child may have a learning disability, so learning about supporting my child is my priority. • It is pretty disappointing that even though sunburst is caring for our children there might be something we can assist with regarding their education. Or anything or just letting us know how they are doing with it. • It was concerning that the school did not communicate to me that she had been missing given that she was sick and out for several days. I also want to know how my child is behaving in class whether if she is being advocated for or if she is being properly treated by her peers. • More 1 on 1 with students • My son is not comfortable with his teacher • Offer more on campus opportunities • Offer more zoom classes • Parent Teacher Student meeting opportunity • Parents should have access to their child's work and progress via links • PTA conference opportunity would be appreciated; providing progress report; and letting us know how we can best support the school / teachers; and our child. • Si me interesa mucho que sepa mas de su comportamiento porque yo y ella queremos que mejoren en la escuela. [Yes, I am very interested in knowing more about her behavior because we both want for it to improve at school.] • Teacher needs to communicate absences and progress • Teacher doesn't help us. Doesn't communicate with us. When we call they don't speak Spanish • The school notifies me but I would like more detail on how she is doing and what supports she might need. I don't want any information kept from me if she is acting up in school, I would like to know. • There is one teacher that I am trying to contact. They suggest email and text message, but I am not sure if I am contacting them right or if they are receiving my message. There are moments my child acts for his progress, but they always refer them to online site. This is not convenient for parents • We would greatly appreciate having opportunities to connect with families in our class.
Neutral-sentiment Comments	<ul style="list-style-type: none"> • I do not know how to answer this question because my son refuses to go to school.

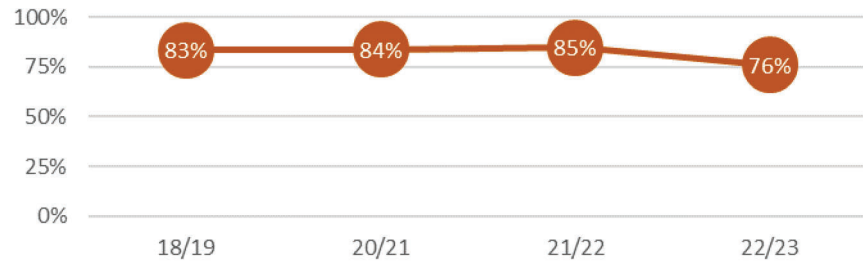
4. Communication from the school is timely and consistent.

n=620



Comparison to Prior Years

Note. % Strongly Agree + % Agree

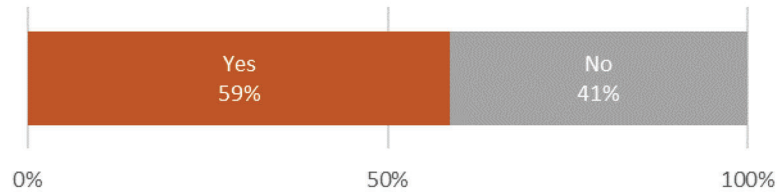


Appreciation/ Positive Comments	<ul style="list-style-type: none"> I like the texts and fully explained emails The counselor called me and told me about my daughter. I am so happy to hear about her The texts alerts and messages are great Their communication is great and is appreciated They always communicate with me They have been very clear, supportive, welcoming, and positive. This survey is probably the first communication. As stated above, my child has been there for less than a month. I believe the progress report will be made available and timely. Yes I receive calls from the access about the different times and school days
Mixed-sentiment Comments	<ul style="list-style-type: none"> Mostly yes but occasionally we are given very little notice on things like dates for state testing last year and picture day this past fall. But usually we are given plenty of notice. Only communication from the principal is timely and consistent, teachers don't really communicate
Suggestions/ Needs	<ul style="list-style-type: none"> Cuando hay algun problema me llaman [When there is a problem they call me] el maestro no me aviso que estaba fuera y no habia alguien mas [The teacher did not warn that he was out and there wasn't someone else] Have not heard back and cannot even see anything on aeries. have no contact information I don't receive any calls from unless shes absent. I haven't received any communication regarding his progress. I only get contacted to attend meetings I would like more dialog with her actual teachers and not just the liaison I meet with every month. Left a message on Monday, didn't get a response until Thursday Los maestros nunca me llaman. No se cómo está mi hijo o si va a la escuela o si entrega tareas [Teachers never call. I don't know how my son is doing, if he goes to school or if he turns in homework]

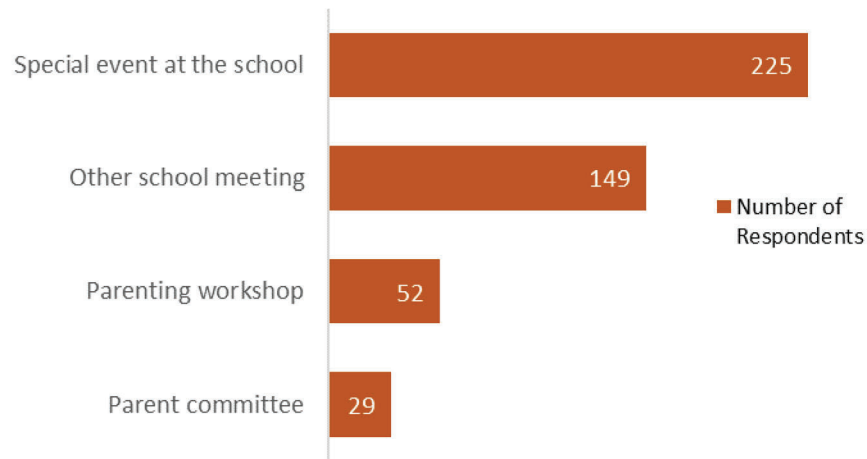
	<ul style="list-style-type: none"> ● [The teacher] never calls me to inform me that my daughter had been turning in work. ● My phone number was not updated. I provided an updated number. ● Nunca se comunicaron conmigo. [They never communicated with me.] ● Only calls me to tell me negative things ● Only for bad things ● Que los maestros lo motiven mas a los estudiantes. Les da igual a los maestros si estan o no estan. Que los maestros se comuniquen para ver si mi hijo esta yendo a clases o no. [For the teachers to motivate students more. The teachers do not care if the kids are in or not. For the teachers to communicate to see if my son is going to classes or not.] ● The school does not answer.
Neutral-sentiment Comments	<ul style="list-style-type: none"> ● we are new to PCHS, so still trying to get the swing of things

5. Have you attended a school meeting, event, or workshop, either in person or virtually, during the last month?

n=629



5. a) If yes, what did you attend? (select all that apply)

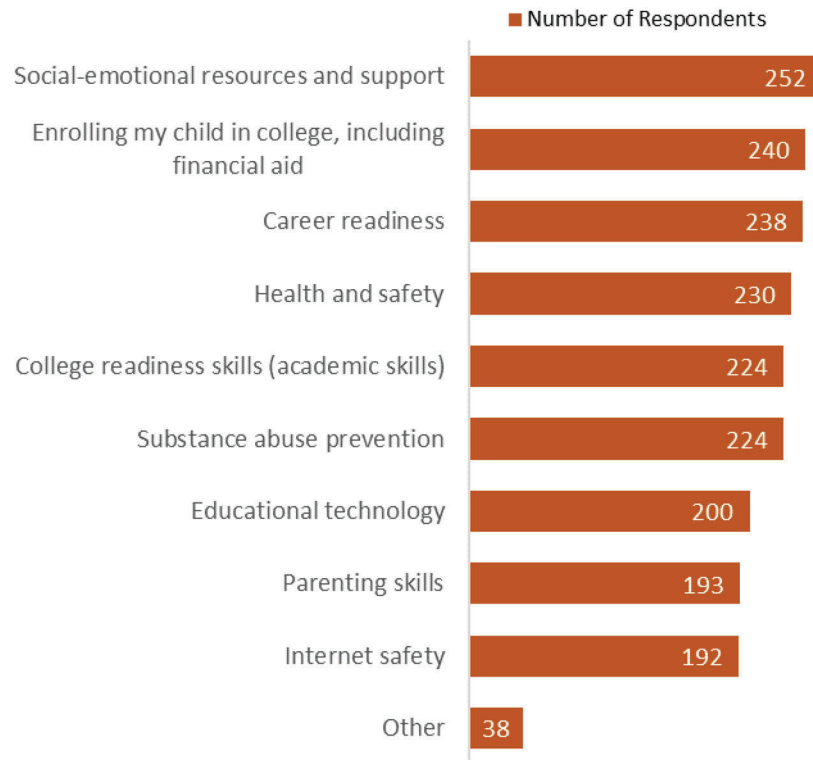


Write-in responses for Other:

- 504 Plan meeting
- A conversation about my daughter going back to the district
- Academic accomidations
- Assessment mtg with me, my child, and some counselors
- Attendance
- Cafecito y Manualidades [Coffee and crafts]
- Calificaciones [Students' scores]
- Candidates in-take and briefing.
- conference
- DELAC
- DELAC and iep meetings. I am a single m so I have only been available few times for classes and meetings
- ELAC meeting
- Enrollment
- Faculty Advisor FAST meeting
- Farmers Market/Parent Appreciation
- Holiday student engagement
- hoy [today]
- IEP
- I-ready training
- junta con el maestro [Meeting with the teacher]
- Junta de Padres [Meeting with Parents]
- Junta de padres para dar informacion [Parent meetings to provide us with information]
- Lesson planning
- meeting with teacher
- Meeting with the principal
- monthly check-in
- One on ones monthly or quarterly
- Orientation meeting
- Padres Unidos [United Parents]
- Parent meeting
- PCHS Orientation
- Placement review

	<ul style="list-style-type: none"> • Reading readiness workshop • School Contract • School theater production • Sign up for my child • SIT • Student turn in • The junta era de como los estudiantes consiguen su diploma. [The meeting was about how students get their diploma.]
Appreciation/ Positive Comments	<ul style="list-style-type: none"> • Disciplina Positiva.. Thank you for this workshops. It has been helping me a lot. • I plan to attend one soon. • It's my second DELAC. I love coming and I leave so motivated. Thank you so much! • La Maestra es buena [The teacher is good] • Meeting was informative and welcoming. Staff extremely helpful especially Griselda • son muy atentos [They are very attentive]
Mixed- sentiment Comments	<ul style="list-style-type: none"> • I was given the appointment and the primary teacher was not there. I was sat down with a different staff member. • No pude entrar pero veo las juntas que me mandan por linea. [I could not go in but I attend the meetings online sent to me.]
Suggestions/ Needs	<ul style="list-style-type: none"> • Como tengo una hija en otra escuela, las juntas se programan a la misma hora y dia que no eh podido ir a las de mi hijo. [I have a daughter in another school, and the meetings are scheduled at the same day and time so I could not go to my son's.] • I have no knowledge of meetings where parents are welcome • I haven't been to attend a school event because I had to be out of town, • I tried but I most of the time I have to do childcare for my daughter. • I tried to attend the last zoom parent meeting on February 9th. I was in the waiting room and waited 5 minutes and wasn't let in. • Mi hijo no aprovecha las oportunidades de la escuela. [My son does not take advantage of school's opportunities.] • My son doesn't son doesn't want to attend. He is not afraid of anything • No he podido porque estoy trabajando. [I have not been able to because I work.] • No puedo porque yo trabajo. El horario de las juntas no me permiten asistir. Pero yo si quiero asistir [I can't because of work. I am not allowed to attend during the time of the meetings but I do want to attend.] • Transportation is an issue. school starts too late - schools starts an hour after he is on campus. the school should be open like a regular school to accommodate as many as possible. having my child waiting until the campus opens will be a gateway to lose his motivation.
Neutral- sentiment Comments	<ul style="list-style-type: none"> • Mom does not feel she has a reason to talk to teacher or anyone. • nadamas una vez por telefono. [Only once by phone.]

6. What topics would you like to see incorporated into parent workshops? (check all that apply)

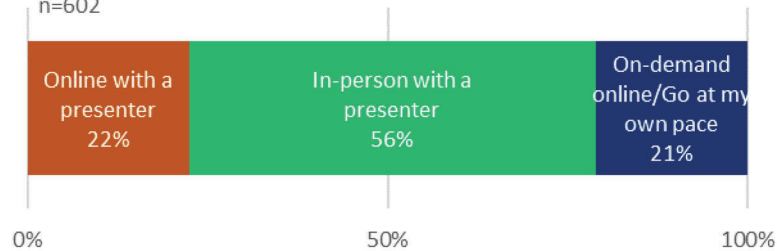


Write-in responses for Other:

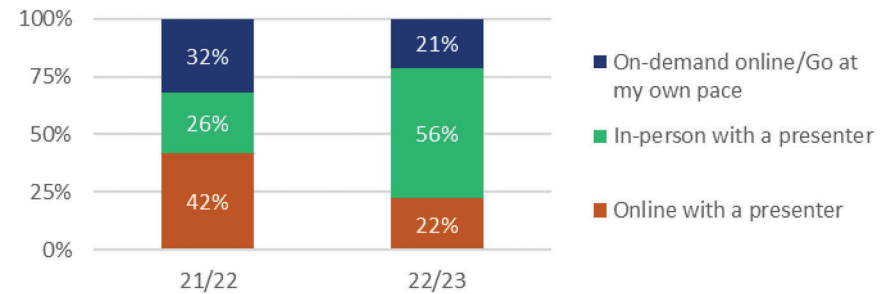
- Abuso de drogas y alcohol, taller de control de ira [Drug and alcohol abuse, anger control workshop]
- Better way of understanding children at these ages
- Depression or anxiety classes
- Donde puede obtener su licencia [Where can they get their license]
- Drug prevention
- Housing
- IEP
- Information on Army
- Information on everything
- Jobs opportunity
- keeping children away from screens.
- Learn to read/write
- Only because the internet is growing so fast. It's so easy for anyone to get caught up into it. Learning how to work a Situation online for a student is very helpful.
- Responsibility and Actions
- Robotics for little kids. Like stem projects.
- Seguridad de que esten los estudiantes presentes [Certainty that the students are present]
- Seguridad en la escuela, protecting our children from drugs or people under the influence. [School safety, protecting our children from drugs or people under the influence.]
- Some of these are already themes are covered in discipline positiva
- Tutoring
- Ways to be responsible and prepared
- What can my son do after incarnation.

6. a) My preferred method of attending a parent workshop is...

n=602



Comparison to Prior Years



Reasons for Online with a presenter

- I like both online and in person. Depending on my schedule. Sometimes I can only attend online in order to make it in time.
- I like the flexibility of having the meeting on zoom, and the opportunity of rewatch the workshop on line when I need to watch it again because i might watch to view ot again.
- In-person is hard for me because we lve 30 minutes away from the school site. If the workshop doesn't coincide with my daughter's classes I cannot attend.
- No puedo salir. [I cant go out.]
- No tengo transporte [I have no transporttion]
- Online with a presenter followed by the video on demand for those who missed it or want to hear again

Reasons for In-Person with a presenter

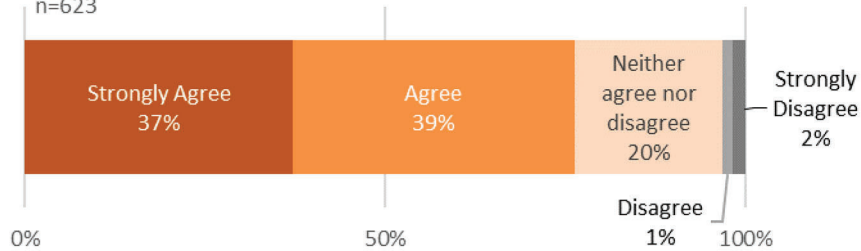
- En persona seria una buena opcion [In person it would be a good option]
- Es más conexión que puede tener uno. [There is more connection that one can have.]
- Family visit; meeting
- Mi hijo no es social y la maestra tiene ese interés para ayudarlo. [My son is not social and the teacher has interest in helping him.]
- My daughter is working with Karla and so grateful for the support
- No se mucho como meterme en internet. [I don't know how to use Internet.]
- Online with a presenter works as well.
- Solo que no me da tiempo por el trabajo, seria mejor que hubiera talleres en la tarde despues de las 6 pm. [I just don't have the time because of work, it would be better if there were workshops in the afternoon after 6 pm.]
- The college and substance abuse workshops would be a great tool for parents to have.

Reasons for On-demand/Go at my own pace

- I don't believe I have a preference, but if I am not available during the program it would be great to have it recorded where I can review on my own time.
- Preferio ir a mi propio ritmo porque trabajo tarde. [I preferred to go to my own schedule because I work late.]
- Soy padre soltero, y no tengo tiempo para ir a los talleres. [I am a single father, and I do not have time to attend to the workshops.]

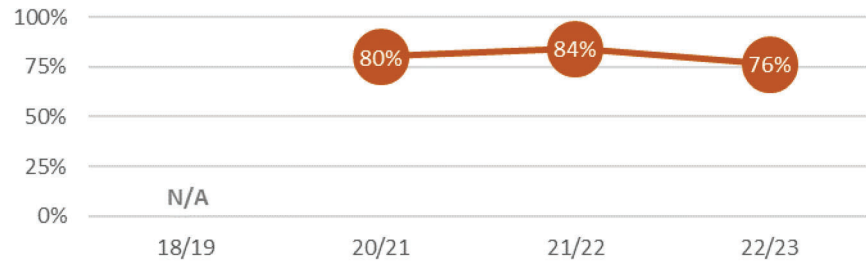
7. My child's school supports and values cultural diversity and inclusion.

n=623



Comparison to Prior Years

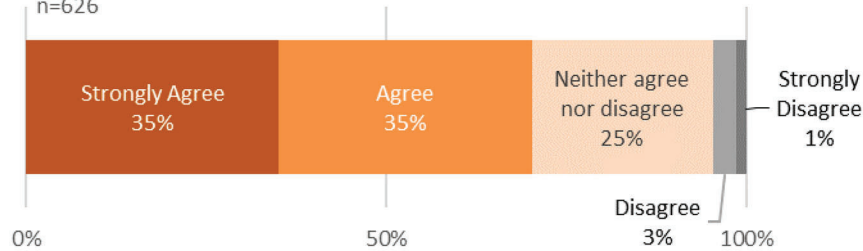
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> again we are new, so I don't know too much, but i would think that they are fairly inclusive and diverse. Everyone appreciates everyone of each and everyone is treated equally Not to sure but I'm sure that they do. We are an LGBTQ+ family and we have never felt the level of respect and support we feel at CHEP in our home district. Our child also has a physical disability and she has communicated that she feels more included in all activities she participates in at CHEP vs home district.
Mixed-sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> A veces no todo el personal es igual. Es un balance. [Not all staff is the same. It is a give or take.] Dont care one way or another. Just concerned with my sons academics and none of the politics. give me a break. not looking for a woke school. Education please I don't see much diversity but in fairness, my children are online-only, so my actual visits to the campus are not often. There is no value in the school
Neutral-sentiment Comments	<ul style="list-style-type: none"> I guess they do, but with so little time in this school, i am not sure if they do celebrate the different holidays for different cultures that indicate they practice cultural diversity and inclusion Mi hija acaba de entrar a la escuela. [My daughter just started at this school.]

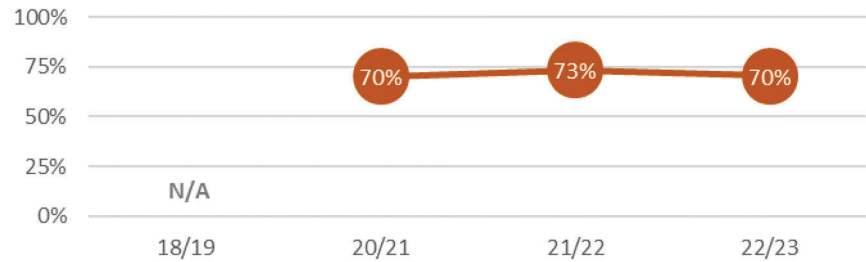
8. I feel like the school is meeting my child's social-emotional needs.

n=626



Comparison to Prior Years

Note. % Strongly Agree + % Agree



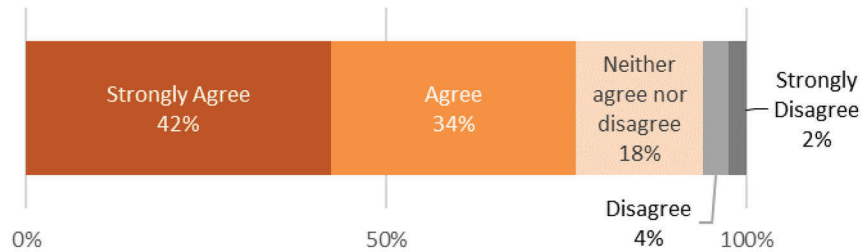
Appreciation/ Positive Comments	<ul style="list-style-type: none"> • Always available • Está bien porque está recibiendo consejería. [Ok because he is receiving counseling.] • I believe that they need to be recognized for all the hard work that they do in general. • Karla has done great work with my daughter. • Karla is working with my daughter. Griselda gave me great resources • She is changing little by little
Mixed- sentiment Comments	<ul style="list-style-type: none"> • Hay personas que son muy atentas y entienden y otras que miran a los papás y actúan diferente. Y pienso que es una de las razones que los jóvenes no respetan a los maestros. Los maestros critican o califican a los jóvenes y ellos lo notan. [There are people who are very attentive and understanding but others see parents and act differently. And I believe that is one of the reasons why young people do not respect teachers. Teachers criticize or qualify young people and they [young people] notice it.] • It depends on the teacher and their consciousness of their students' social behavior. • Maybe • My son doesn't want to attend school. April offered resources but he doesn't accept them.
Suggestions/ Needs	<ul style="list-style-type: none"> • Have no idea where we are at with that aspect. • Have not yet discussed emotional support but I feel this is why he got to the point where he's at. - I feel he thinks that his dad's deportation 4 years ago transferred in to him as emotional abandonment leading to depression • I do not know if he has issues and what the staff looks into. • I ignore what kind of personnel they have to support that particular aspect. • Mi hija tiene depresión y la escuela no estaba al tanto de las causas por las cuales no pudo ir a la escuela. [My daughter has depression and the school was not aware of the causes for which she could not go to school.] • only because the online platforms are not the desirable format to assist with social-emotional needs. kids need to be in classrooms with other children or doing social activities together

Neutral-
sentiment
Comments

- He is homeschooled so not really applicable.
- he is in independent study, doesn't interact with other students
- They can't and it's not their fault. My child needs care outside of their scope.

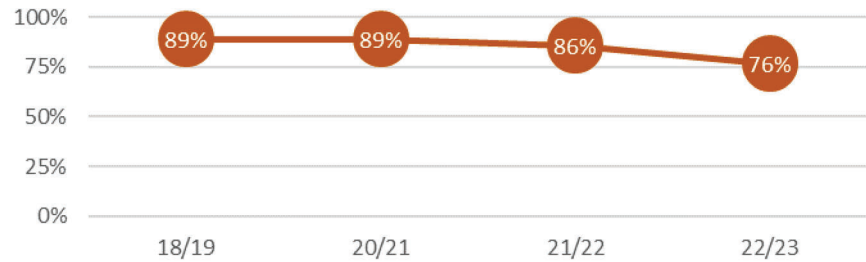
9. The school is a safe place for my child.

n=624



Comparison to Prior Years

Note. % Strongly Agree + % Agree

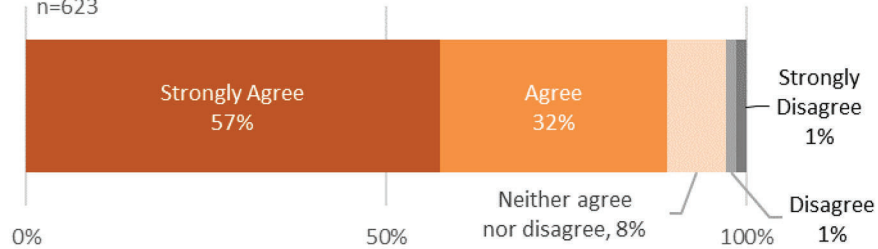


Appreciation/ Positive Comments	<ul style="list-style-type: none"> It's very safe place to be they are accountable for her while she is in there thank you Me siento segura porque mi escuela [I feel sure because my school] My child feels secured, appreciated and accepted. Thank you for that. The teachers and staff have been very involved in the care of each child. As a parent that means so much and makes me feel at ease.
Mixed- sentiment Comments	<ul style="list-style-type: none"> No se si este bien por los niños que estén conviviendo con mi hijo [I don't know if it's good for children who are close my son] We always hope, but never know these days
Suggestions/ Needs	<ul style="list-style-type: none"> I disagree just because of the location. I have heard that you get people who are homeless walking in the classroom as well as angry parents. I believe it could be safer. It is so tedious to go through the metal detector. Not a safe place Not in a safe location The school site is in a shopping center. Not too safe. Too many gangs and drugs We don't know the other students and how safe it is. We need security assistance n the entrance of the school door
Neutral- sentiment Comments	<ul style="list-style-type: none"> He doesn't attend live as he is a national level wrestler at 3rd grade and is home schooled. My son is physically never in danger. My child completes their school work from home.

10. I agree with the priorities of the ACCESS school

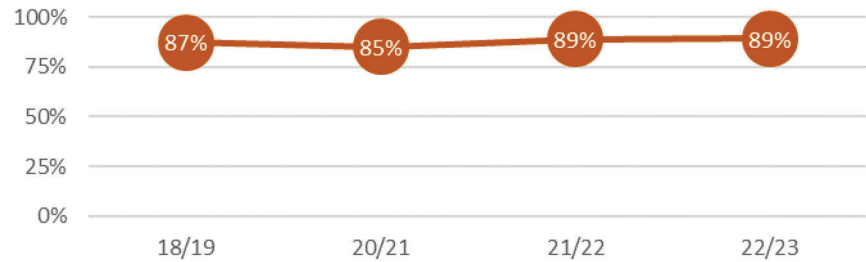
program: (Student/Parent/School Engagement, Student Outcomes, Conditions of Learning)

n=623



Comparison to Prior Years

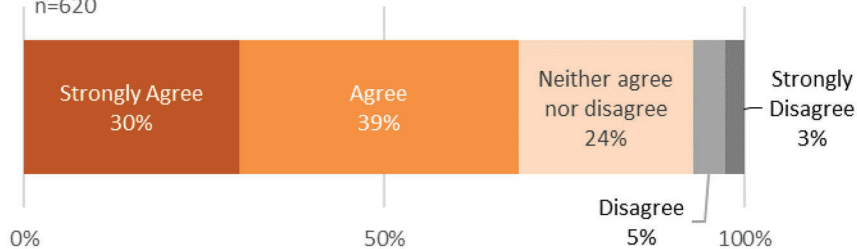
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> Se me hace bien el programa [The program is good for me] They are very good and good rules to follow
Mixed- sentiment Comments	<ul style="list-style-type: none"> Como no esta llendo a la escuela todos los días, veo que ahora si esta haciendo tareas en la casa. Solo que quiero que alguien me avise si necesita más tareas y que suba su grado. [As he/she isn't attending school everyday, I see now he/she is doing homework. I just wish someone would let me know if he/she needs to do more homework and raise his/her grade.]
Suggestions/ Needs	<ul style="list-style-type: none"> Have no information I believe all kids should be able to attend school, vaccinated or not considering it is no longer required. instead of shutting out students who have reasons why they are not.either way they can wear a mask and attend. people get covid with or without vaccination. The policy is double standard.
Neutral- sentiment Comments	None received

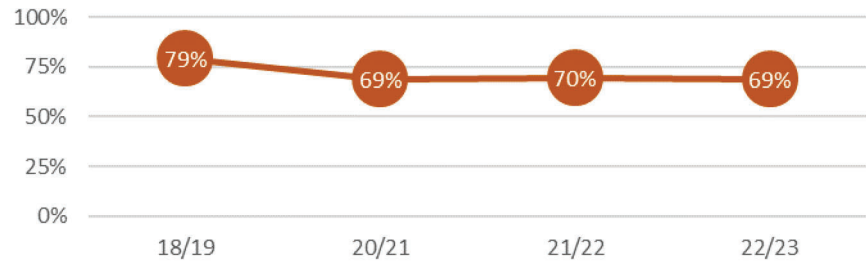
11. My child is being prepared for college, career, and/or life.

n=620



Comparison to Prior Years

Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments

- Everything is going well in the school, the school keeps me informed.
- I agree that teaching her and letting her know there are in place so proud we made the right choice !!! In her attending there
- my daughter still has more to learn but i see progress
- I'm sure the school is doing a good job. My child is making the choice to drop out.
- My student doesn't like to study, he tries but it's not his strength. I believe he is preparing more for life than university or career.
- My student is preparing just to graduate high school but overall they are doing better in life.
- online platform is preparing the kids for teaching themselves at a college level since most professors and colleges are using recorded videos and online platforms to learn the materials and turn in the assignments. kids are learning to teach themselves
- Para la universidad. [For the University.]
- Que el pueda seguir recibiendo apoyo para seguir estudiando [For him to continue receiving support to so he can keep studying]
- Que siga el apoyo de la escuela y mejorando la comunicación de la escuela. [The school support to continue and improve the communication of the school.]
- Siempre le recuerdo a mi hija que si se prepara para una carrera tendra una vida mas facil. [I always remind my daughter that if she gets a career she will have an easier life.]
- Skyview is a great place for my child. Miss Mickey and the staff have helped me and my family with the things we need.
- Thank you for the CTE lab.
- Thanks to everyone for helping my son to be better in life
- The school has been a wonderful place for my child the staff are amazing.
- The teachers and staff at Skyview are so amazing.
- This school is so great!

Mixed-sentiment Comments	<ul style="list-style-type: none"> • I would prefer my daughter to go to college but she is adamant about not going. The school is not promoting the college route to her enough. When she says she isn't interested they leave it at that. I know they have asked her what are your plans but I believe there are other ways to encourage her. • Students are being prepared for college. Don't think there is a focus for careers until students go to college. High schools need to implement that more and teach life skills (filing taxes, credit scores, etc)
Suggestions/ Needs	<ul style="list-style-type: none"> • A lot of drugs and bullying • Como que le hace falta mas motivación. [It needs more motivation.] • El ni quiere ni estudiar. [He doesn't even want to study.] • In particular for college because she and myself have asked for information on ROP several times and have not been provided with information. • Mi hija si quiere ir a la información, pero como tiene 3 semanas que empezó no se ha hablado nada de eso. [My daughter wants the information, but it has been only 3 weeks since she started and they have not talked about it yet.] • No information • Only packets are given • Since he started school I haven't received any communication from school. I am his legal guardian and I haven't received anything. I don't know if they are communicating with mom but I am actually the legal guardian.
Neutral-sentiment Comments	<ul style="list-style-type: none"> • A lot of this is my fault and his medical condition, not the schools • Aun no sabe lo que quiere. [He/she still doesn't know what he/she wants.] • It all depends on the kid and the participation. • My daughter is in 8th grade so she does not worry about that yet.

ACCESS Student Feedback -
(Community Schools)

2022-2023

Prepared by
Orange County Department of Education
Evaluation & Data Center

March 2023

The following is a summary of the data collected from a survey of ACCESS Community School students. This data summary is arranged to provide survey results by survey and by item.

Instrument:

Survey items were developed to capture respondents' perceptions of how well the district is achieving its LCAP goals. This survey is structured so that respondents would retrospectively report on the degree to which they felt each item was met, accomplished, or achieved.

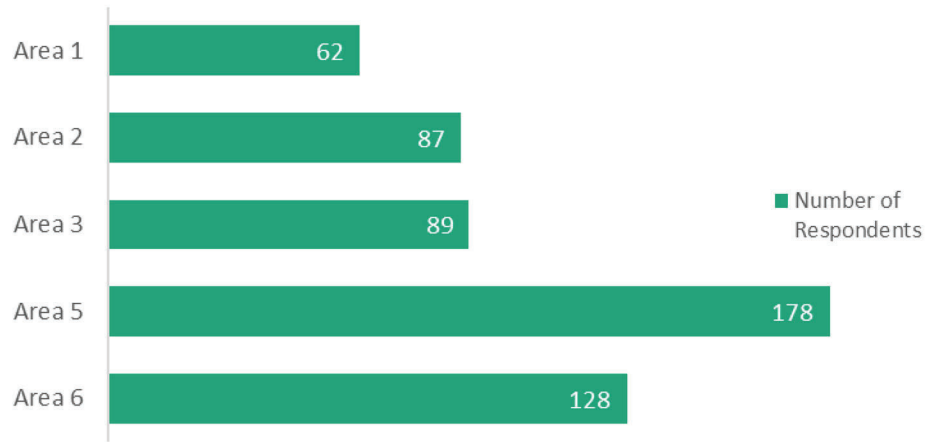
Method:

The survey was administered as an online survey with an approximate 4-week administration window; January 20, 2023 to February 20, 2023. Following standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 544 survey responses were received (N=544 students).

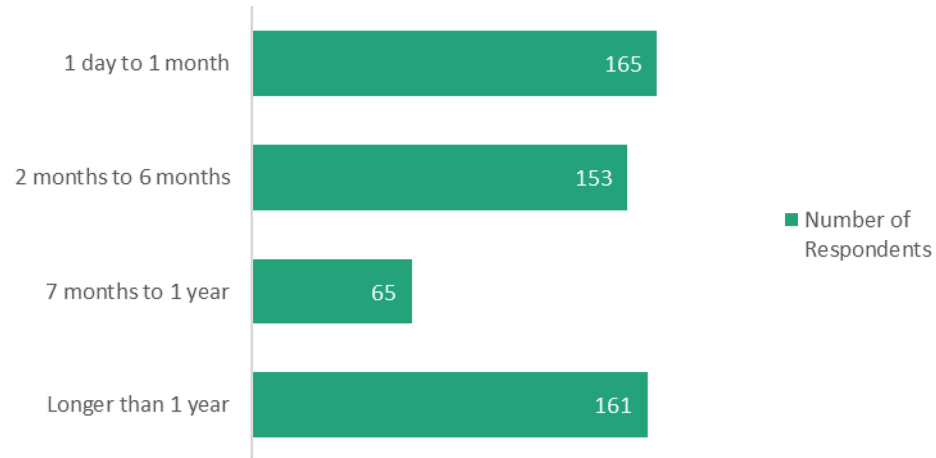
Analysis:

The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received. Comparison to prior survey data was conducted where possible.

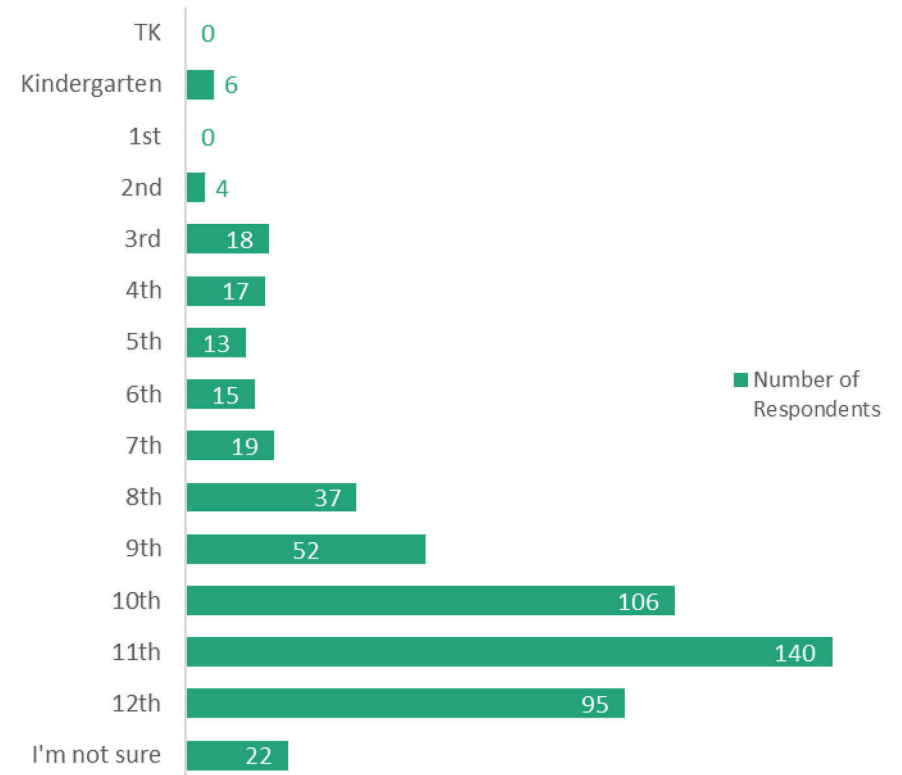
What Area do you attend?

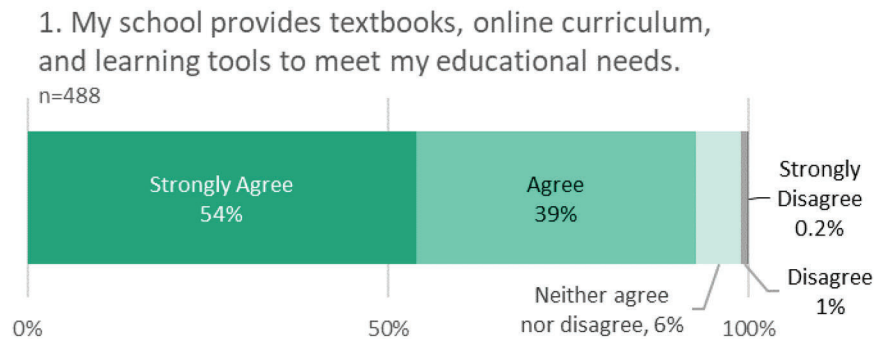


How long have you been enrolled in an ACCESS school?



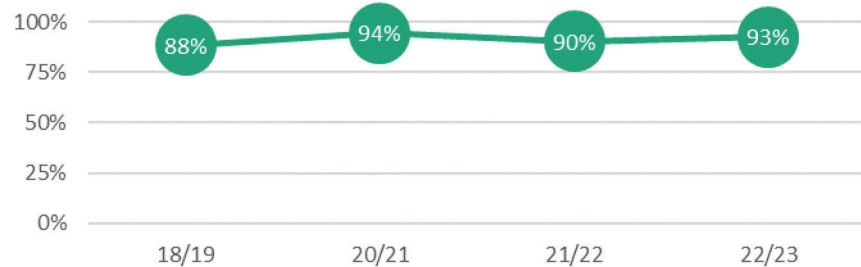
Your grade level:





Comparison to Prior Years

Note. % Strongly Agree + % Agree

Appreciation/
Positive
Comments

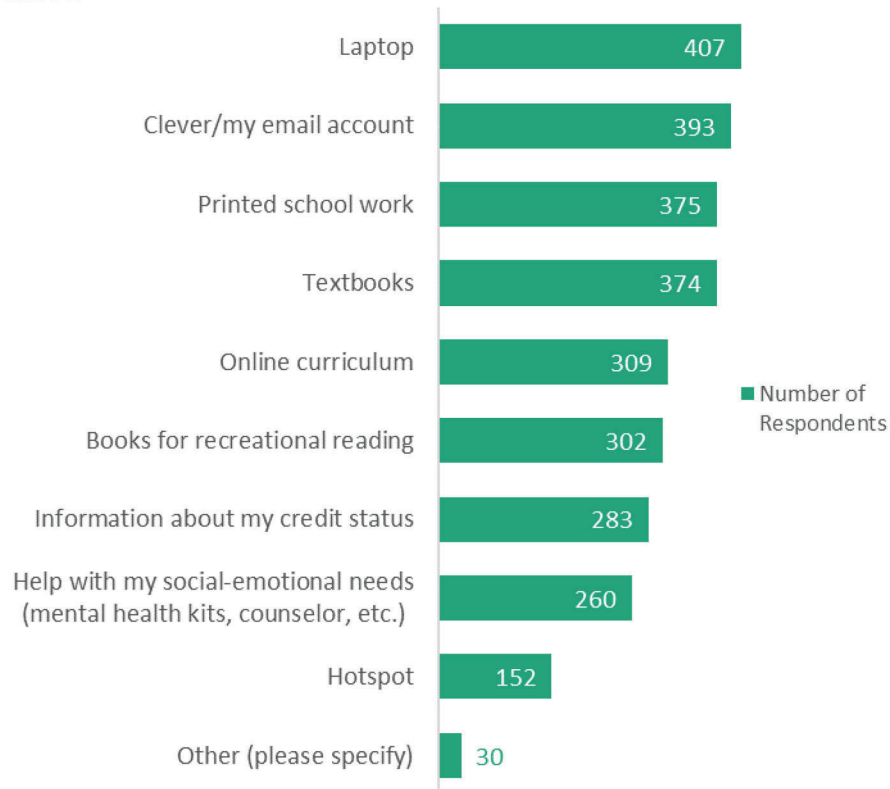
- Best school ive been to so far wish i could stay for all of high school
- best schoool
- good
- great teacher especially ms.martinez and ms.patterson
- great teachers and staff
- i love access!!!
- I love my school it is really nice i love all the teachers staff and all my friends their really nice.
- i love my teacher
- mr. turner is an amaazing teacher
- My school constantly offers help for those who need it, and if they notice a student is struggling, they will always take time to help them.
- Really helpful
- The best school EVER.
- Very helpful
- Very well communication. When asking for help I know I can count on CHEP
- We do Edgenuity and I-Ready to help us with learning n to continue what we missed

Mixed-
sentiment
Comments

- everything is provided but sometimes we dont get time to finish the work given to us due to the military side of the program
- i feel like i need to ask
- Its okay I dont really like this school but its okay
- sunburst school house does give me everything i need to meet my needs but going back to the bay not really because we don't have a lot of time to do our homework or school supplies to do so.
- Well, edgenuity for spanish sucks. But other than that everything is good :)

	<ul style="list-style-type: none">• While the online curriculum appears great, the interaction between teacher/online students needs improvement.• yes, to a minimal extent
Suggestions/ Needs	<ul style="list-style-type: none">• i think we should have longer breaks• Lack of direction and a stronger focus pointed on dividing and conquering work in order to complete the needs of credit recovery• need sharpie or pen and Folder
Neutral- sentiment Comments	None received

2. Check all that have been provided to you by your school.



Write-in responses for Other:

- a food pantry for people and some extra career classes.
- a paper for what i need to do for the week
- Don't forget the pencils
- English books
- Everything that we need
- food
- Friendly faces, fun courses :)
- groceries
- Mentors, Leadership/Follower-ship Skills, and learning to work with a group, Discipline, and Structure
- much more
- outside school events
- physical body training
- planners
- Reading books and school supplies
- Supplies for art class
- Tutoring when needed even without notice
- Worksheets

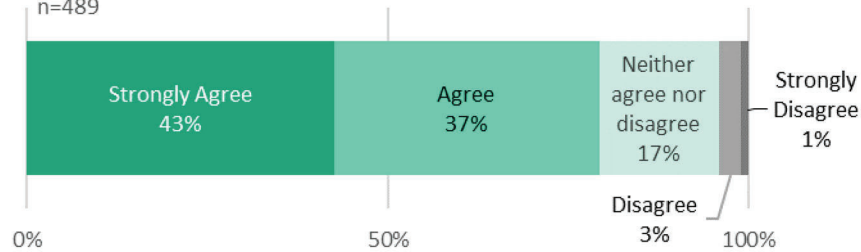
Appreciation/
Positive
Comments

- BEST SCHOOL
- Feel like teachers care more about us and actually get to know there students more than any other school in the district
- I am sure that if I needed anything, whether it was recreational books or anything else, my school and my teachers would provide it.
- I have never asked for some of these things because I have not needed them, but I am positive that my school will provide them if I need any of them. I have heard of several students receiving almost, if not all of these.
- If difficult understanding anything they are always there to explain work.
- mr. turner is an amazing teacher.
- nice
- Our teacher Mrs Heidi Gherardini is the best. She is always so supportive with anything that we need.

	<ul style="list-style-type: none"> • provides great opportunities overall physical and mentally and for the future • The school is very educational • They provided us with everything we need
Mixed-sentiment Comments	<ul style="list-style-type: none"> • i have to ask. If i want my credit status, I need to wait till the end of the semester.
Suggestions/Needs	<ul style="list-style-type: none"> • I haven't got any recreational books for my child to read, u didn't even know that's as an option. Id love to receive some especially for the summer break. • It would have been nice if they gave me a math textbook. • little social emotional help available due to lack of permanent staffing. • No se que otros materiales provee [I don't know what other materials/recourses are provided]
Neutral-sentiment Comments	<ul style="list-style-type: none"> • Did not need laptop or hotspot • While other things have been provided to me (IE help with my Mental-Social health emotional need) I, personally, have not needed them and as such have not marked them.

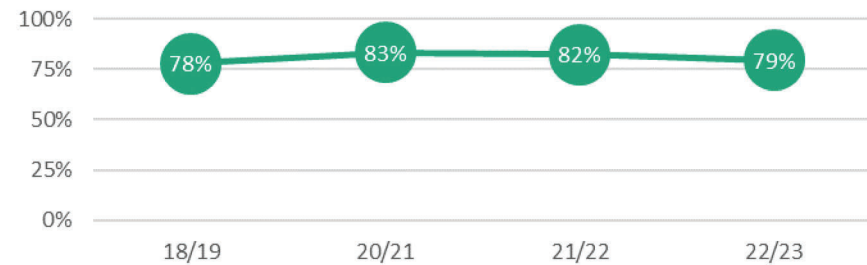
3. My school works with my parents/guardian to help me to do my best in school.

n=489



Comparison to Prior Years

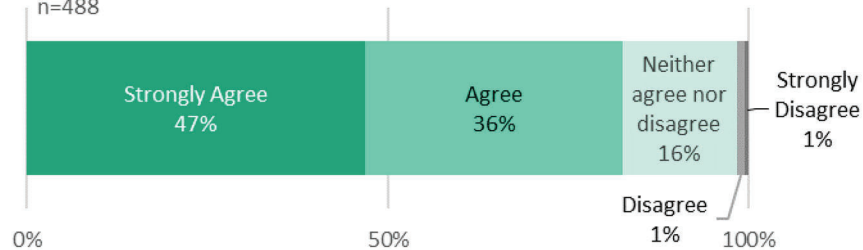
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> cool I have terminal Cancer and CHEP has always found a way to help me (mom) and my student in any possible way they can. I wish I would have known about C.H.E.P sooner. Their program is the best. I like the independence that I get, but I also like how my parents can still be involved. LOVE THE SCHOOL They meet with my mom everytime
Mixed-sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> not really.
Neutral-sentiment Comments	<ul style="list-style-type: none"> we dont get contact with our parents

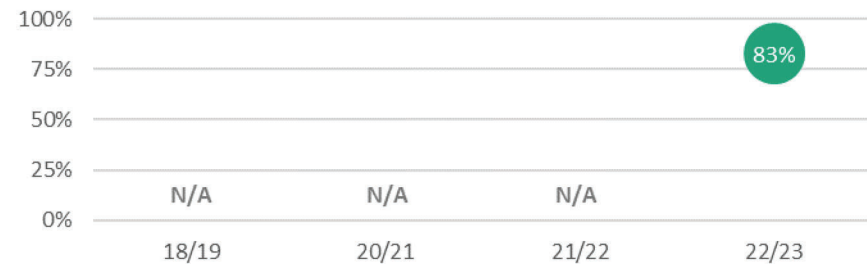
4. I feel like my teacher cares if I am absent from school.

n=488



Comparison to Prior Years

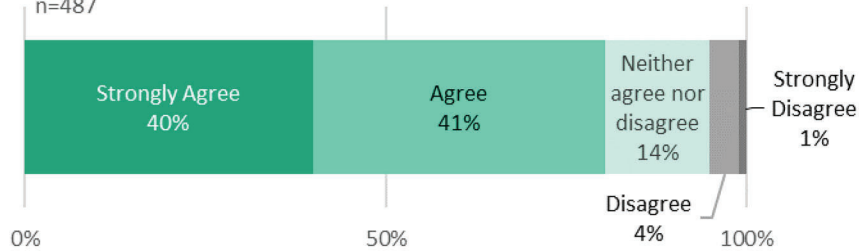
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> • AWSOME SCHOOL • i love my teacher!!! • If absent for any reason I know that I will get a call to make sure everything is okay and if there's any possible way they can help. • my teachers care about me • My teachers really make me feel cared for, and often give me advice • nice • she calls home • they hope were ok • They same day that my daughter is absent
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> • No recuerdo haver recibido una llamada [I don't recall receiving a call] • she cares too much not because she cares that im missing school but because she wants to start problems or make it seem like she cares about looking good for her boss or something because she always brings him up
Neutral- sentiment Comments	<ul style="list-style-type: none"> • i've only attended for less than a month • there no room to be absent, I dont even think it is possible to have a unexcused absence. here at sunburst

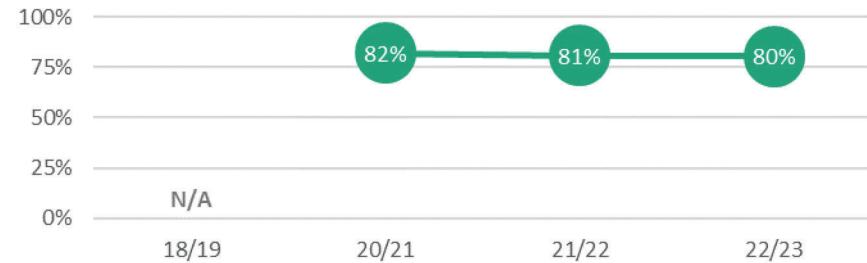
5. School staff talk to me about my goals, plans, and interests.

n=487



Comparison to Prior Years

Note. % Strongly Agree + % Agree

Appreciation/
Positive
Comments

- cool
- I know that I can accomplish my goals and my school will help me so I don't set myself up for failure.
- LOVE THIS PLACE
- Miss Antonia And Kaitlyn Weaver have been a big help!
- Miss Julie Springston helps me pursue writing, by offering me contests and alternate courses. Mrs. Amy Sydoruk offers drama programs and clubs to let me socialize more.
- teachers here actually care about my future
- They care for my grades and they care about my school
- Very helpful

Mixed-
sentiment
Comments

- I can tell that my teacher genuinely cares about my interest and education, but i don't know if i could say the same for the rest of the staff

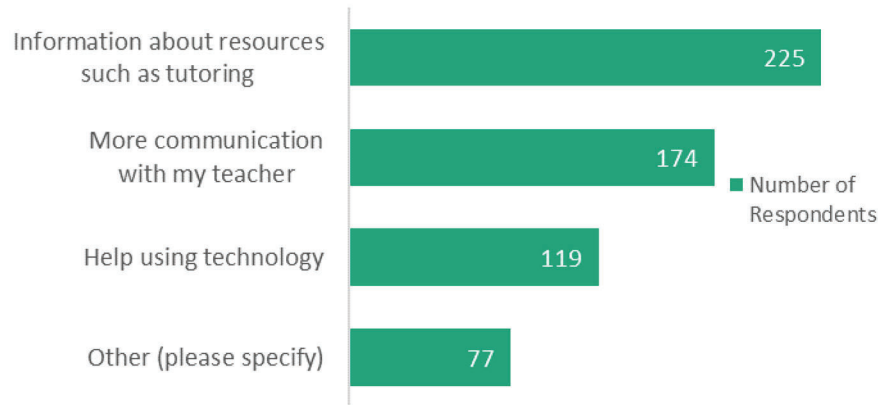
Suggestions/
Needs

- School only contacts when grades are slipping or to share negative remarks. They never contact to discuss life or academic goals.

Neutral-
sentiment
Comments

None received

6. What can the school do that would help you better achieve your learning goals? (check all that apply)

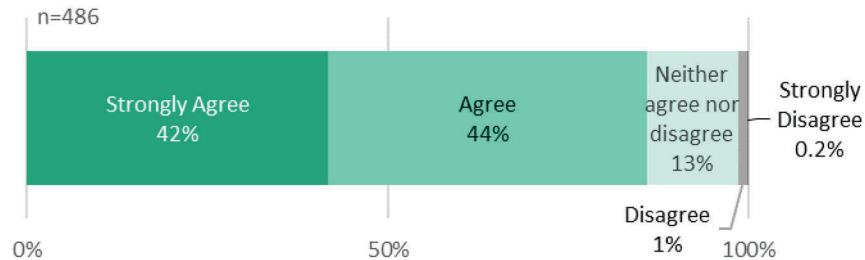


Write in responses for Other

- aIIIIIIIIII
- asking for help
- asking if I understand each subject
- Better access to real time grades and submissions for the parents
- College aimed courses
- food
- Free books for students, for recreational reading.
- Free children's books
- getting jobs
- Giving me feedback on how i'm doing as a student so i know where to improve
- have patience
- Have tutors to come and help with after high school
- HELP ME LEARN AND DO MY BEST
- Honestly, schools can stop teaching us everything else basically and try to focus on teaching us things that will help us out once we turn 18 and have to move out. Like how to use your money smartly on your own and how to pay taxes, how to get your own apartment, and how to be able to survive on ur own for atleast the first 2 years after you move out on your own.
- I think having more direction and information on how everything works would help. The the monthly turn in plan was confusing and i kept on having to ask my teacher about it.
- I would like to gain credits quicker
- individualized academic accomodations (extended time to do schoolwork in a quiet enviroment)
- Interesarse en los timidos [Care for the shy ones]
- LET ME USE MY PHONE
- Maybe more events like recitals for the musical courses!
- More art supplies and extra curriculum materials.
- more contact with my parents
- more personalized curriculum (im smarter then everyone here)
- more support by talking to counselor
- more time to work on something, more specific and in detail
- music
- online classes
- Online instructions/questions should be more specific
- Private tutoring class with the student.
- provide extra credit opportunities
- text our partner for 10 minutes on Instagram
- There is so much emphasis on attendance that when kids are truly sick theconcessions are not given. For example - there is no option to make up or attend a science lab remotely. I've had to send my kid to school sick - spreading her virus around because accommodations could not be made.
- Use something other than the e-Dynamic program. This program frustrates me.
- Would like more real-world classes: checkbook keeping, how to do stocks, mental health, goal setting, etc

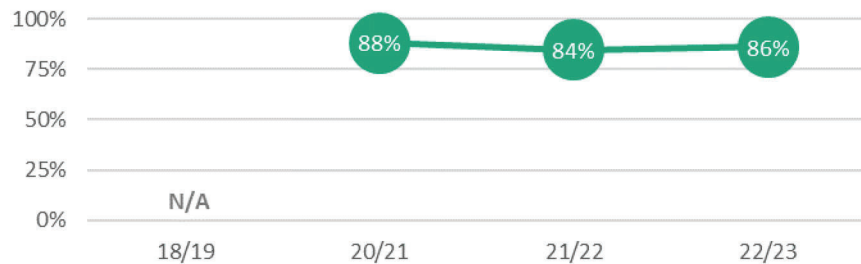
Appreciation/ Positive Comments	<ul style="list-style-type: none"> • I feel my teachers already do so much that I cannot think of anything else they could do to help me better achieve my learning goals. • I would like for C.H.E.P to get recognized for all the hard work they do. They need to give a middle to all the staff and teachers at C.H.E.P • they already do all • They have already provided all of the options and more, thus nothing could better help me because they are helping me more than humanly possible. • They help me learn about many different things • They've done everything they can for us so far.
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> • give us lunch and breakfast to focus better on learning and not food • Would like more real-world classes: checkbook keeping, how to do stocks, mental health, goal setting, etc
Neutral- sentiment Comments	None received

7. My school provides meaningful and engaging learning opportunities for me.



Comparison to Prior Years

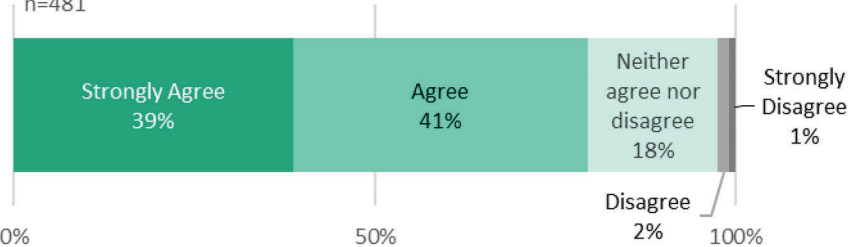
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> We're learning more than in a classroom
Mixed- sentiment Comments	<ul style="list-style-type: none"> Leadership positions are available (Though I don't think I'll be able to take advantage of them.)
Suggestions/ Needs	<ul style="list-style-type: none"> Everything online with no teacher contact and only reading or watching a video is not always engaging. Students should have to go into school at least once a week. I would like to see true block classes onsite, instead of random days and times. Also, consistent on-site classes, not once a month, etc. Not having consistent dates and times makes planning difficult, especially around work schedules. It would be beneficial for ALL students if in-person AND online-only students were treated the same. Currently, my children are online-only and don't receive the same resources or level of attention the in-person students get. Would be nice if we had more real world classes: checkbook keeping, how to do stocks, mental health, goal setting, etc
Neutral- sentiment Comments	None received

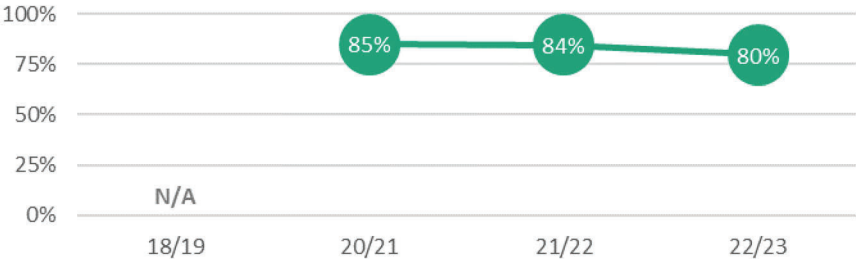
8. My school supports and values cultural diversity and inclusion.

n=481



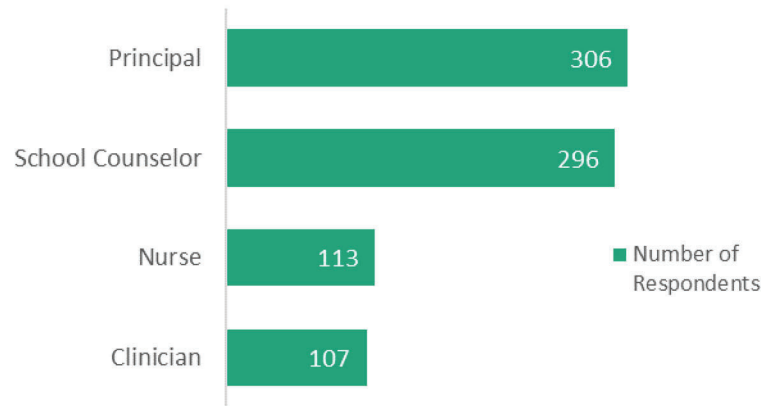
Comparison to Prior Years

Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none">homophobia and misogyny is overlooked
Neutral- sentiment Comments	None received

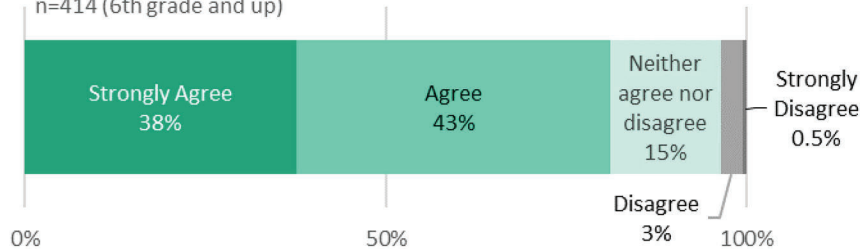
9. I am familiar with the following staff at my school.
(check all that apply)



Appreciation/ Positive Comments	<ul style="list-style-type: none"> • She [School Counselor] is really helpful to me.
Mixed- sentiment Comments	<ul style="list-style-type: none"> • And also my teachers • I know the teacher I work with for the year. • Just my teacher • My teacher is my main point of contact • Office staff and several teachers • Teachers
Suggestions/ Needs	<ul style="list-style-type: none"> • I am not familiar with the school counsel and I'd like to so we can make sure we r on the right track with the educational needs. • To be clear,I don't know my principle or school counselor.I did not even know we have a nurse or clinician. • What's a clinician?
Neutral- sentiment Comments	<ul style="list-style-type: none"> • cadres • havent really gotten chance to talk to the education side. • I have never had any remote need to see a Clinician, School Counselor, or Nurse at my school. • I have never visited the school Nurse or Clinician because I have never needed to visit them. • I haven't gone to the nurse nor clinician.

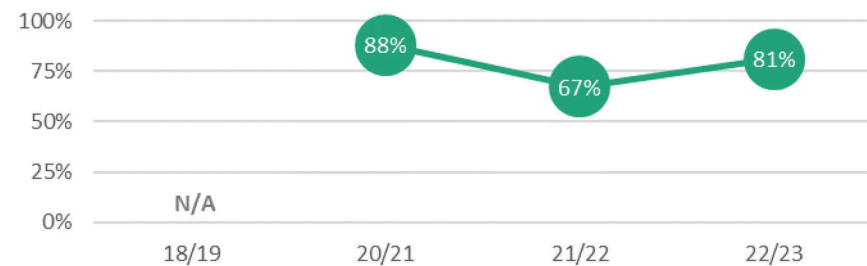
10. My school talks to me about and prepares me for future college and career paths.

n=414 (6th grade and up)



Comparison to Prior Years

Note. % Strongly Agree + % Agree



Appreciation/
Positive
Comments

- i have a counselor that talks to me about this
- they are providing extra career classes.
- theyre here to help and provide
- This school truly pushes its students to reach the next level and achieve their goals . it also teaches us how to work and get along with our peers. they also prepare us to leave and avoid going down the wrong path and teach us how to use our money and open up job careers to us.

Mixed-
sentiment
Comments

None received

Suggestions/
Needs

- the food is disgusting it reminds of when i was at juvenile hall, its actually worst that the food in juvenile hall,

Neutral-
sentiment
Comments

None received

Appendix E

ACCESS Student Feedback - (Institution Schools)	2022-2023
Prepared by Orange County Department of Education Evaluation & Data Center	March 2023

The following is a summary of the data collected from a survey of ACCESS Juvenile Hall students. This data summary is arranged to provide survey results by survey and by item.

Instrument:

Survey items were developed to capture respondents' perceptions of how well the district is achieving its LCAP goals. This survey is structured so that respondents would retrospectively report on the degree to which they felt each item was met, accomplished, or achieved.

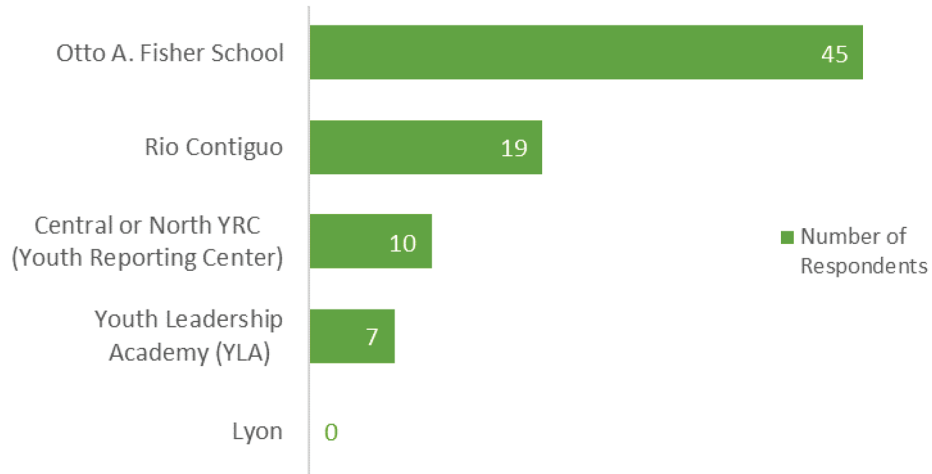
Method:

The survey was administered as an online survey with an approximate 4-week administration window; January 20, 2023 to February 20, 2023. Following standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 83 survey responses were received (N=83 students).

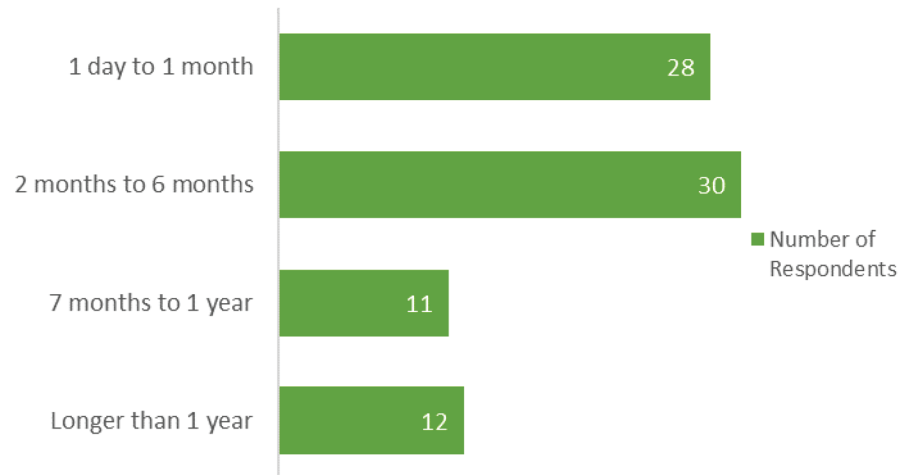
Analysis:

The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received. Comparison to prior survey data was conducted where possible.

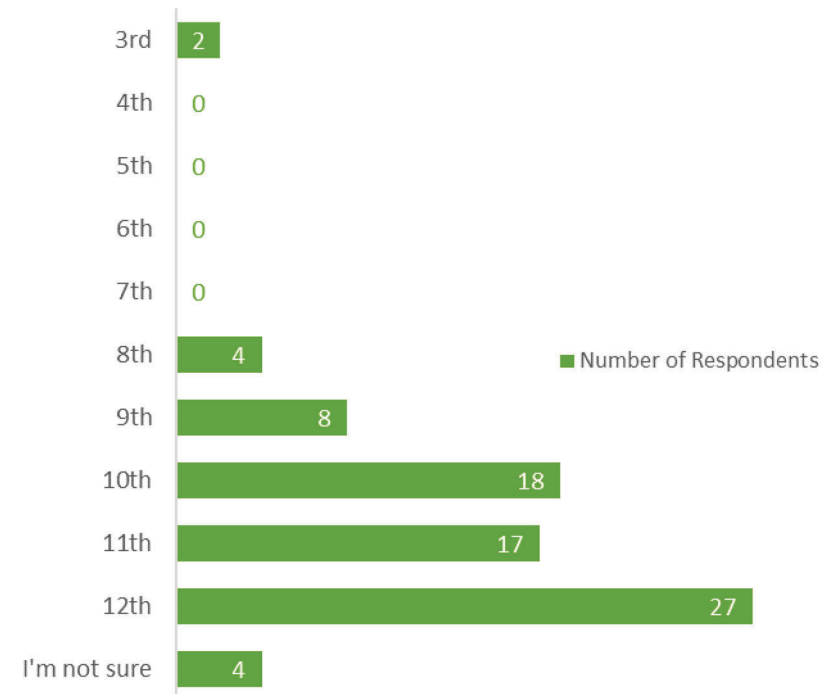
What school site do you attend?



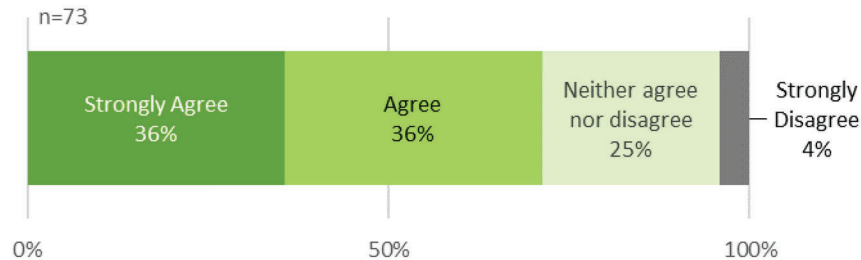
How long have you been enrolled in an ACCESS school?



Your grade level:

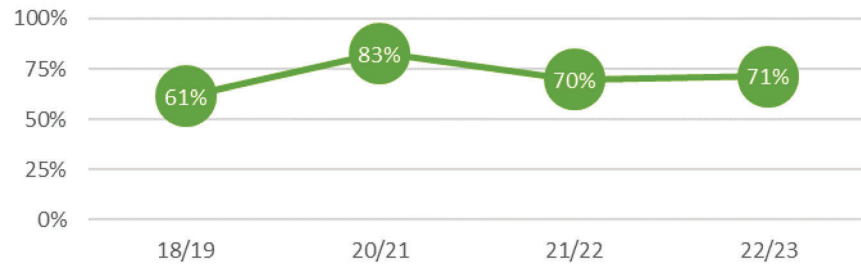


1. My school provides textbooks and learning tools to meet my educational needs.



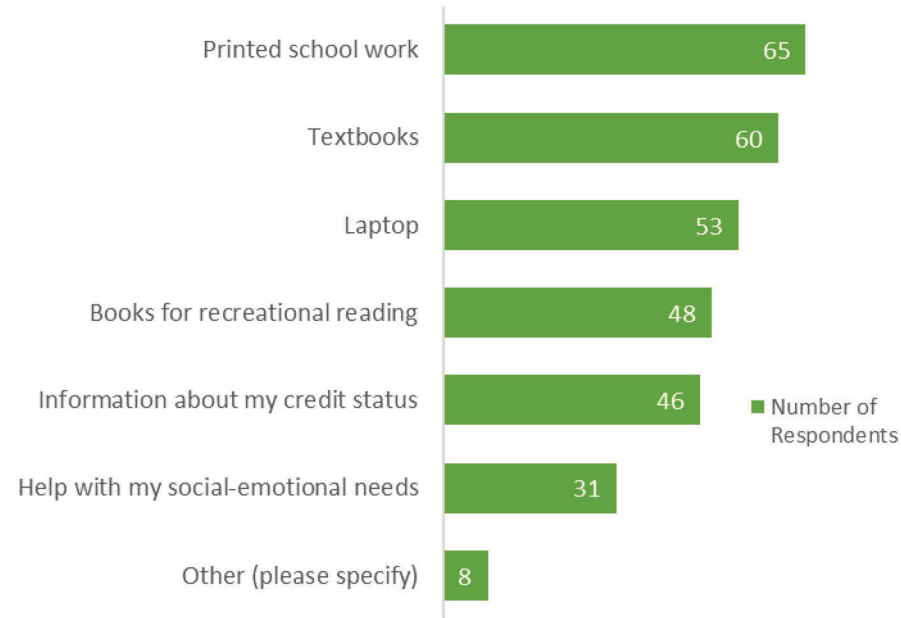
Comparison to Prior Years

Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> estoy agradecido con las maestras [I am grateful to the teachers] nothing to say by thank you The best teachers are Mrs. Mahoney and Mrs. Ochoa
Mixed- sentiment Comments	<ul style="list-style-type: none"> sometimes we got everything
Suggestions/ Needs	<ul style="list-style-type: none"> give us work not for our grade level JH should start helping people get the credits they need in certain subjects instead of teachers giving out the same subject kids already have credits in. newer books. should use computers instead of textbooks We don't get provided with nothing. We should have more classes and longer school days
Neutral- sentiment Comments	None received

2. Check all that have been provided to you by your school.



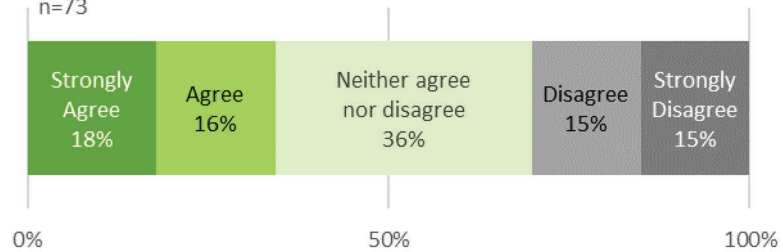
Write in responses for Other

- me impriman dibujos [they print drawings for me]
- pencils
- pencils, comfortable pencil grips

Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	<ul style="list-style-type: none"> • We have laptops but they don't let us use it at all
Suggestions/ Needs	<ul style="list-style-type: none"> • new books some are ripped.
Neutral- sentiment Comments	None received

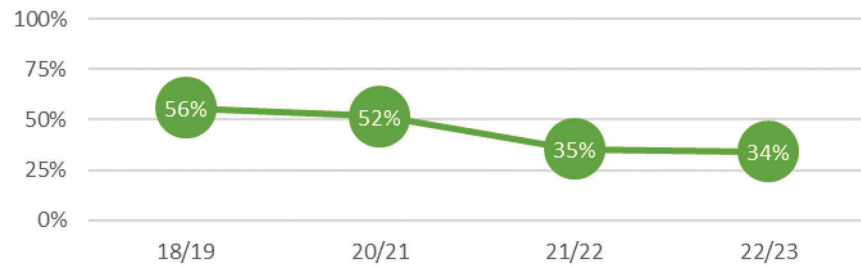
3. My school works with my parents/guardian to help me to do my best in school.

n=73



Comparison to Prior Years

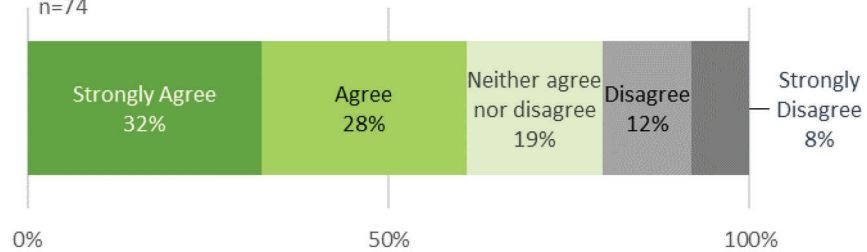
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> • They dont tlk to my mom • they haven't got my transcripts and when my mom calls they don't answer
Neutral- sentiment Comments	<ul style="list-style-type: none"> • I don't have parents

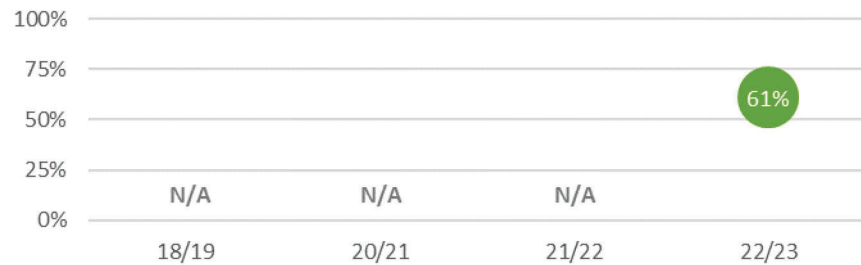
4. I feel like my teachers cares if I am absent from school.

n=74



Comparison to Prior Years

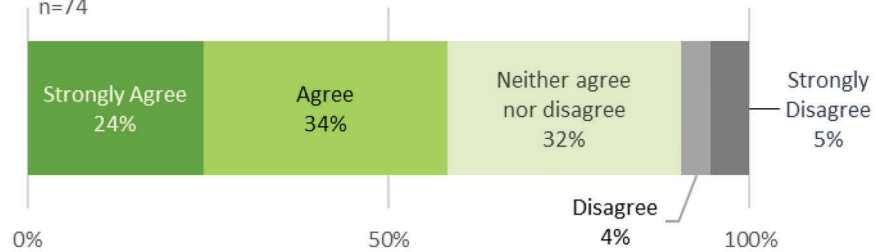
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	<ul style="list-style-type: none"> yes they do because id get written up if I do not go.
Suggestions/ Needs	<ul style="list-style-type: none"> I got kicked out by my last teacher. They try and kick us out
Neutral- sentiment Comments	None received

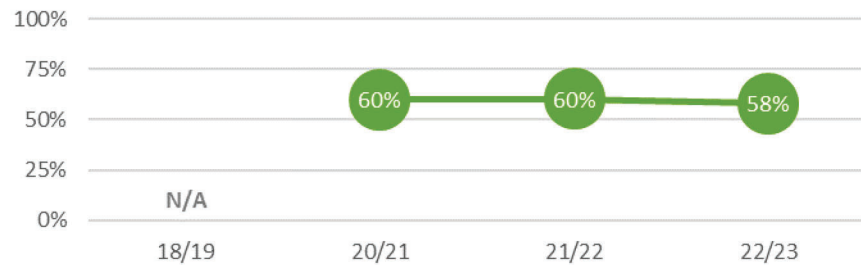
5. School staff talk to me about my goals, plans, and interests.

n=74



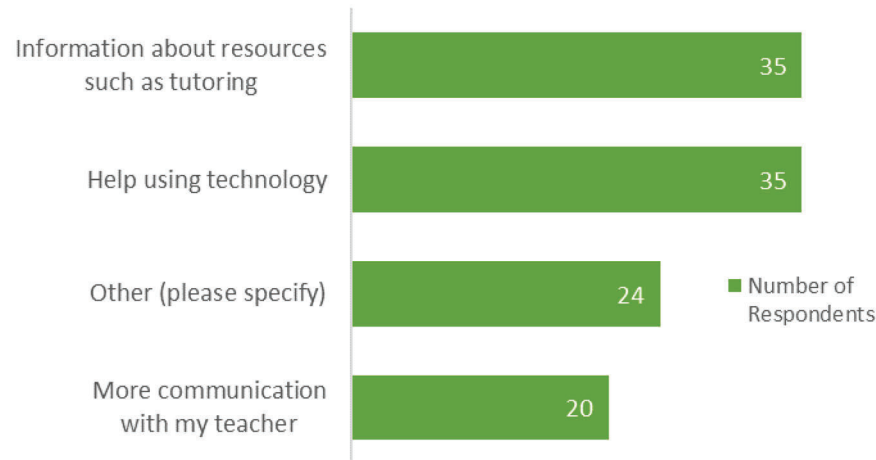
Comparison to Prior Years

Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> Never
Neutral- sentiment Comments	None received

6. What can the school do that would help you better achieve your learning goals? (check all that apply)

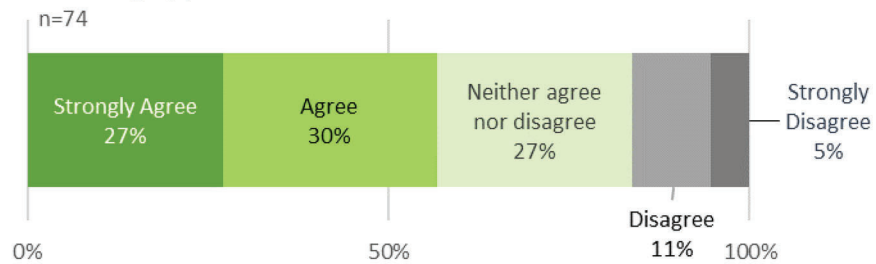


Write in responses for Other

- Better food and faster transcript transfer
- feed us more
- grade level work for thet persons grade
- hacar mas preguntas [ask more questions]
- have computers
- help create resume
- More communication with my Family
- proper courses
- Provide more supplies like pens, markers, pencils for my teacher
- Reward for doing the work, like working for something.
- using computers

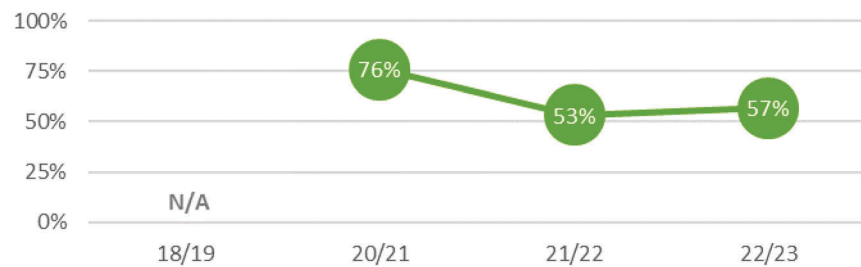
Appreciation/ Positive Comments	<ul style="list-style-type: none"> • my needs are met.
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> • Have access to computers, credits and • I only need certain credits and it makes no sence to do work I don't need when I could be doing things I do need and so much of the work is constant review. • stop giving us packets
Neutral- sentiment Comments	None received

7. My school provides meaningful and engaging learning opportunities for me.



Comparison to Prior Years

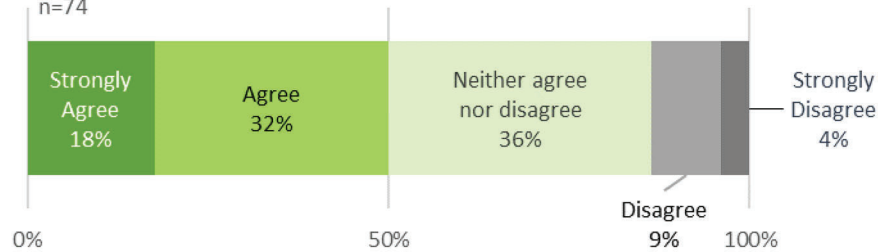
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	<ul style="list-style-type: none"> I only experience this in Mr Cadatal's class not Mohoneys.
Suggestions/ Needs	None received
Neutral- sentiment Comments	None received

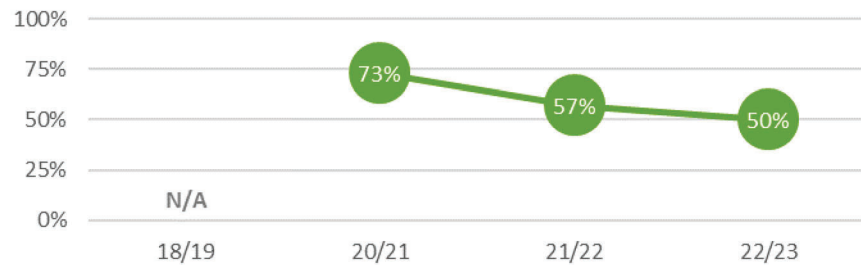
8. My school supports and values cultural diversity and inclusion.

n=74



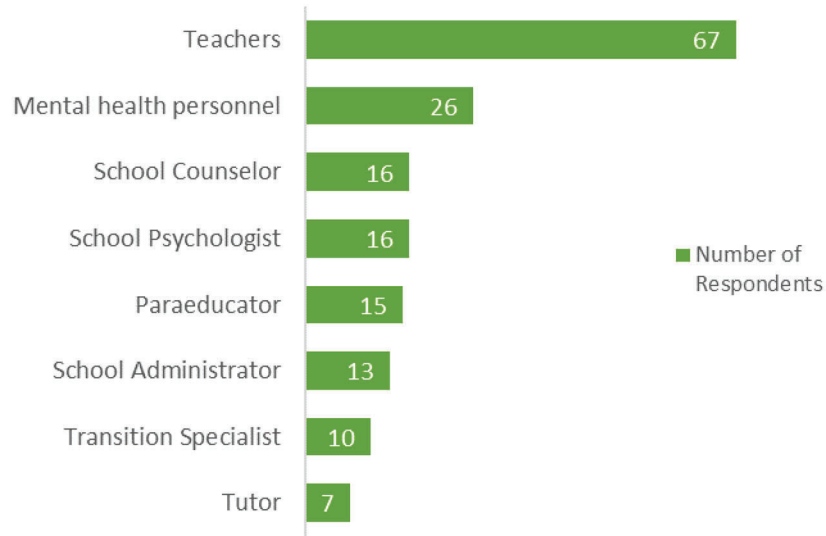
Comparison to Prior Years

Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> this place dont look diverse
Neutral- sentiment Comments	None received

9. I am familiar with the following staff at my school.
(check all that apply)

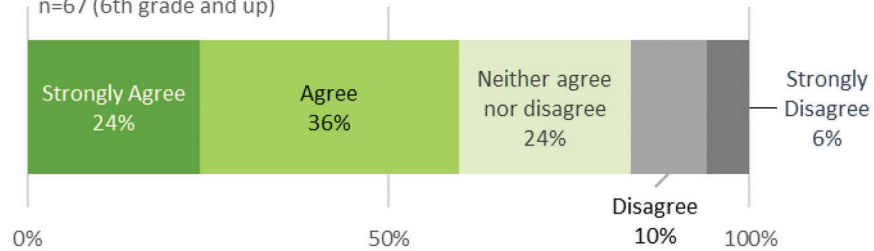


■ Number of Respondents

Appreciation/ Positive Comments	<ul style="list-style-type: none"> Mr. Joey and Mr. Dan are the best teacher.
Mixed- sentiment Comments	<ul style="list-style-type: none"> Some staff know me.
Suggestions/ Needs	<ul style="list-style-type: none"> no principle at our school.
Neutral- sentiment Comments	None received

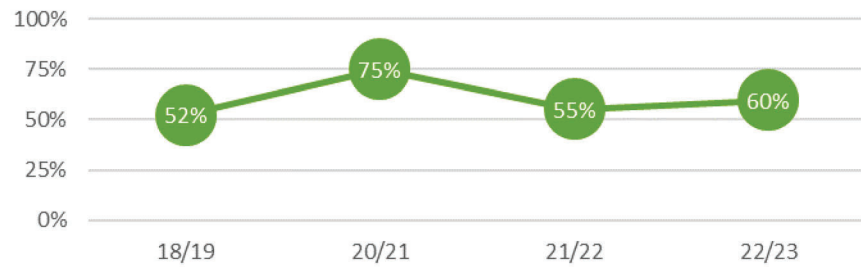
10. My school talks to me about and prepares me for future college and career paths.

n=67 (6th grade and up)



Comparison to Prior Years

Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	None received
Neutral- sentiment Comments	None received

Appendix E

ACCESS Instructional Staff Feedback	2022-2023
Prepared by Orange County Department of Education Evaluation & Data Center	March 2023

The following is a summary of the data collected from a survey of ACCESS instructional staff. This data summary is arranged to provide survey results by survey and by item.

Instrument:

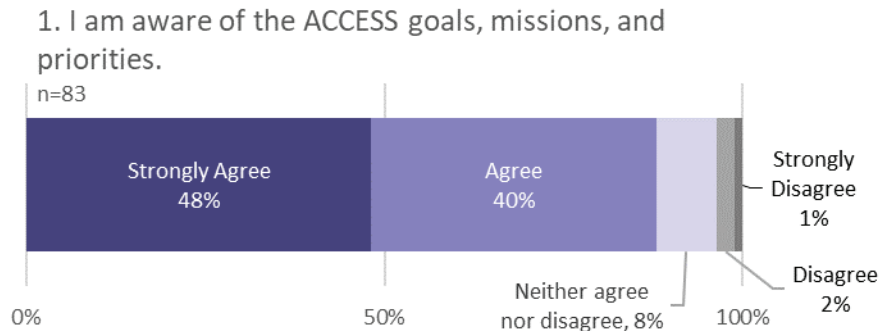
Survey items were developed to capture respondents' perceptions of how well the district is achieving its LCAP goals. This survey is structured so that respondents would retrospectively report on the degree to which they felt each item was met, accomplished, or achieved.

Method:

The survey was administered as an online survey with an approximate 4-week administration window; January 20, 2023 to February 20, 2023. Following standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 102 survey responses were received (N=102 instructional staff).

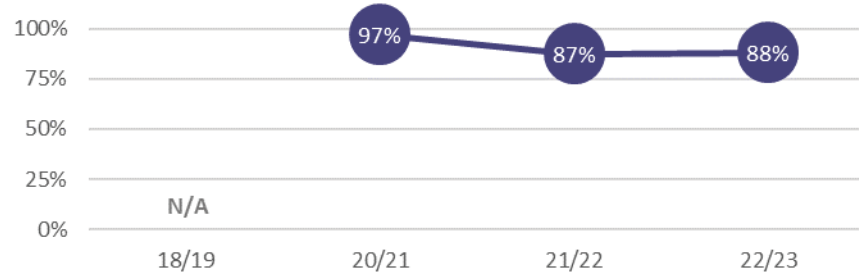
Analysis:

The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received. Comparison to prior survey data was conducted where possible.



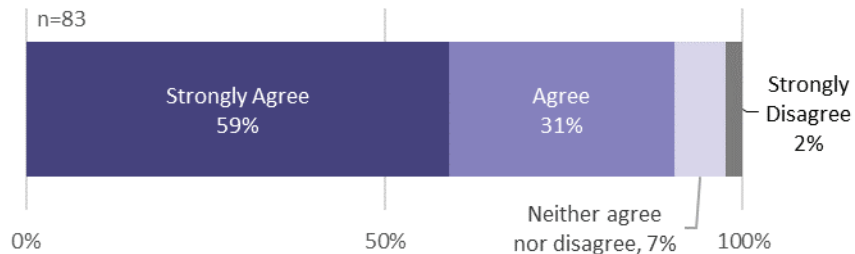
Comparison to Prior Years

Note. % Strongly Agree + % Agree



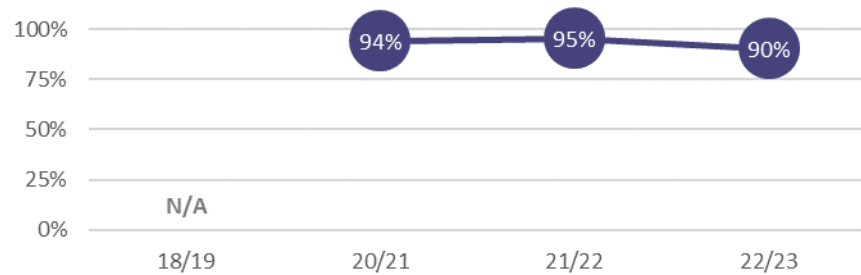
Appreciation/ Positive Comments	<ul style="list-style-type: none"> Leading the nation in college and career readiness.
Mixed- sentiment Comments	<ul style="list-style-type: none"> ACCESS has set goals and a mission, but ACCESS has not clearly stated the goals to their employees. There is a disconnect between ACCESS teachers and ACCESS management as to what the goals are and should be. I am aware of the goals, missions and priorities which makes it all the more frustrating that I cannot get chromebooks for my students. I believe we talk a good game but we need to produce what we say we will do
Suggestions/ Needs	<ul style="list-style-type: none"> I have not seen them in a long time. I know my goals for my students, however. I know I've read them before but I don't remember them clearly. The first question is misleading...Is it referring to my position at work? Or if my teaching practice extends past direct teaching. I feel like ACCESS has not expressed any new goals or priorities lately. This information is not regularly brought up at meetings or trainings.
Neutral- sentiment Comments	None received

2. My school supports and values cultural diversity and inclusion.



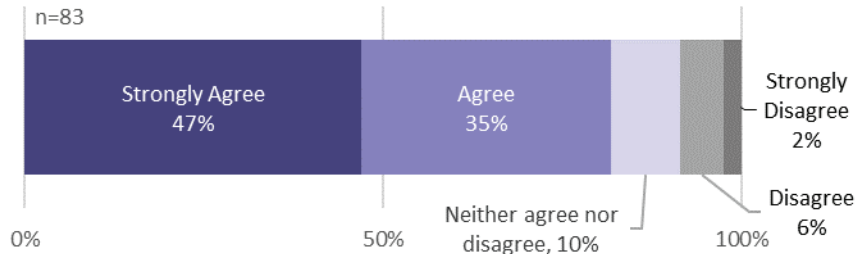
Comparison to Prior Years

Note. % Strongly Agree + % Agree



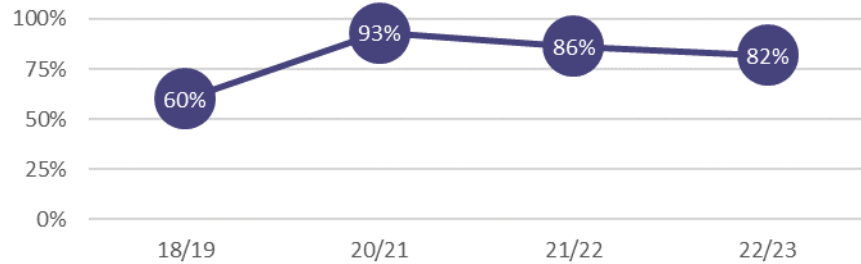
Appreciation/ Positive Comments	<ul style="list-style-type: none"> My new position at Sunburst has me wishing every ACCESS student could experience the amount of effort and dedication that is expressed here.
Mixed- sentiment Comments	<ul style="list-style-type: none"> The teachers do, but there is no program or inservice that supports these ideas.
Suggestions/ Needs	<ul style="list-style-type: none"> I believe it is a point of improvement where we can develop a better system so that we can provide equity to all of our sites and locations This should not be an issue. Competency should be the priority.
Neutral- sentiment Comments	None received

3. When issues or challenges with the students arise, ACCESS support staff are available to help me.



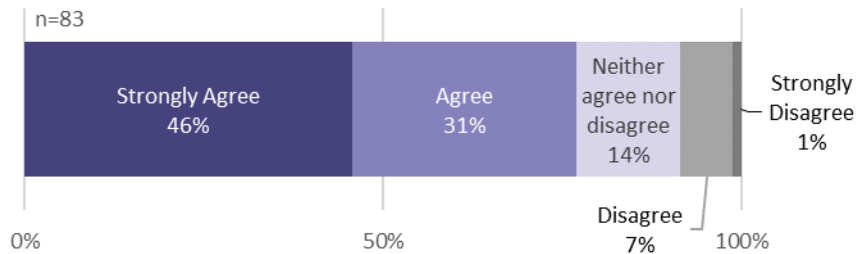
Comparison to Prior Years

Note. % Strongly Agree + % Agree



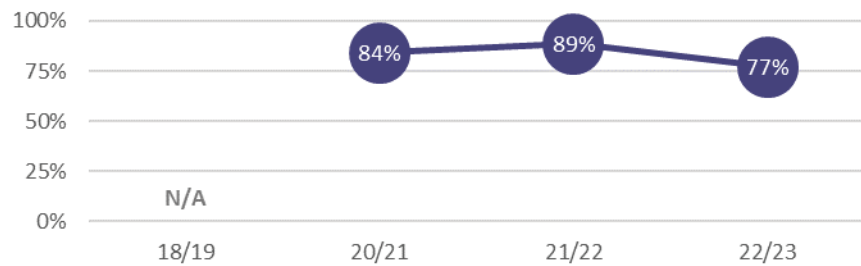
Appreciation/ Positive Comments	<ul style="list-style-type: none"> My Title I supervisors are amazing and always offer support and guidance. This is the first time in 25 years that I have been able to answer this question this way. I had always been at a site with literally no help or support other than my co teacher. Since I have been at Argosy I have received more support than every before in my career.
Mixed- sentiment Comments	<ul style="list-style-type: none"> Depends on the situation and staff availability. There's an inconsistency in the protocols that needs to be addressed with all stakeholders.
Suggestions/ Needs	<ul style="list-style-type: none"> counseling is hard to find and only for the short term. I have to put disagree on this as I cannot get chromebooks for my students. I have placed multiple requests for chromebooks over a 4 month period which has gone ignored. I cannot teach my class effectively without chromebooks. LCAP states that we are supposed to be 1 to 1. Beyond frustrating!!! Sometimes leadership is not available, and we are not allowed to call our resource officer directly. We need to dramatically improve in this area, especially in the area of mental health. Our students are suffering and our staff needs the additional support for our students, we need to improve SEI in all areas of ACCESS
Neutral- sentiment Comments	None received

4. My workplace recognizes the importance of mental health and provides resources to staff.



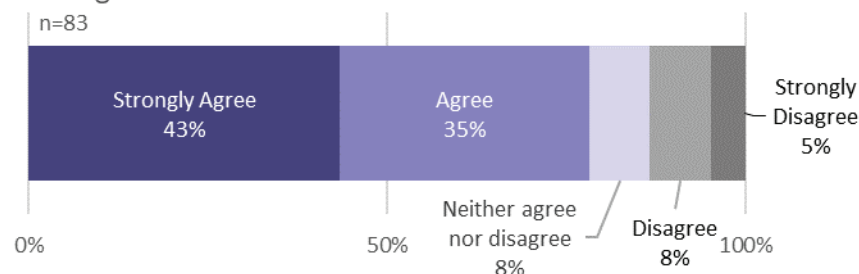
Comparison to Prior Years

Note. % Strongly Agree + % Agree



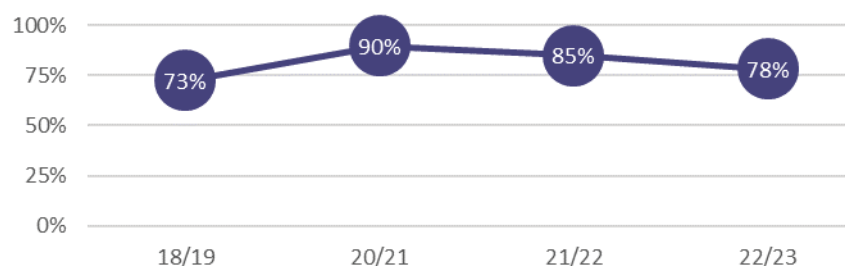
Appreciation/ Positive Comments	<ul style="list-style-type: none"> very supported in Area 2
Mixed- sentiment Comments	<ul style="list-style-type: none"> We have plenty of resources for students. I have not heard of anything for staff except the emails from kalmus.
Suggestions/ Needs	<ul style="list-style-type: none"> I think that devoting a whole day of training to happiness and orange frog dolls was overkill. There are too many "counselors" running around ACCESS right now. To be honest i feel there is an overemphasis on the mental health and well being of the staff. I feel like these efforts infantilize employees rather than emphasizing coping skills to deal with life's challenges. Usually there is lip service given for mental health at the site level but not entirely embraced and practiced on daily/weekly basis. Restorative circles with all site staff should be practiced. We are now challenged since we loss Clinician David Saldana, and we have no on-campus support... just drop in Clinicians. We get an occasional email about how to care for ourselves, but I don't see any real resources for staff.
Neutral- sentiment Comments	None received

5. I am supported in my professional development and growth as an educator.



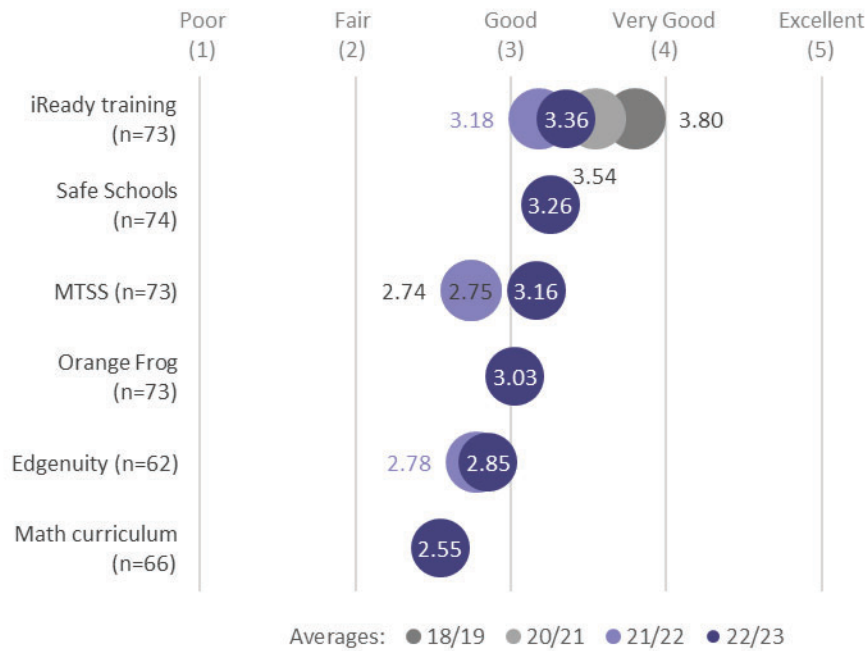
Comparison to Prior Years

Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> I am distinctly aware that we are left to our own devices here at SYA, and completely ignored by ACCESS. I don't know if that is because we don't bring in ADA; or if they think we run so well we don't need attention. I am not sure our schedule even allows for us to have PD. I haven't had a PD that has added to my capacity as a teacher. Lots of mental health PD, but nothing regarding strategies, etc. we don't even have an administrator on site for the day to day support We have too many newer curriculum that are never truly integrated into our classes. Pick one & train regularly until staff has integrated it adequately. Stop choosing difficult material or only on-line. Students resist too much online, especially if too difficult for them to do independently. Would love to see more conferences geared towards alternative education with relevant topics, as well as day workshops for teachers to attend and meet other like-minded people. . . and NOT via ZOOM! We should all be connecting IN-PERSON!
Neutral- sentiment Comments	None received

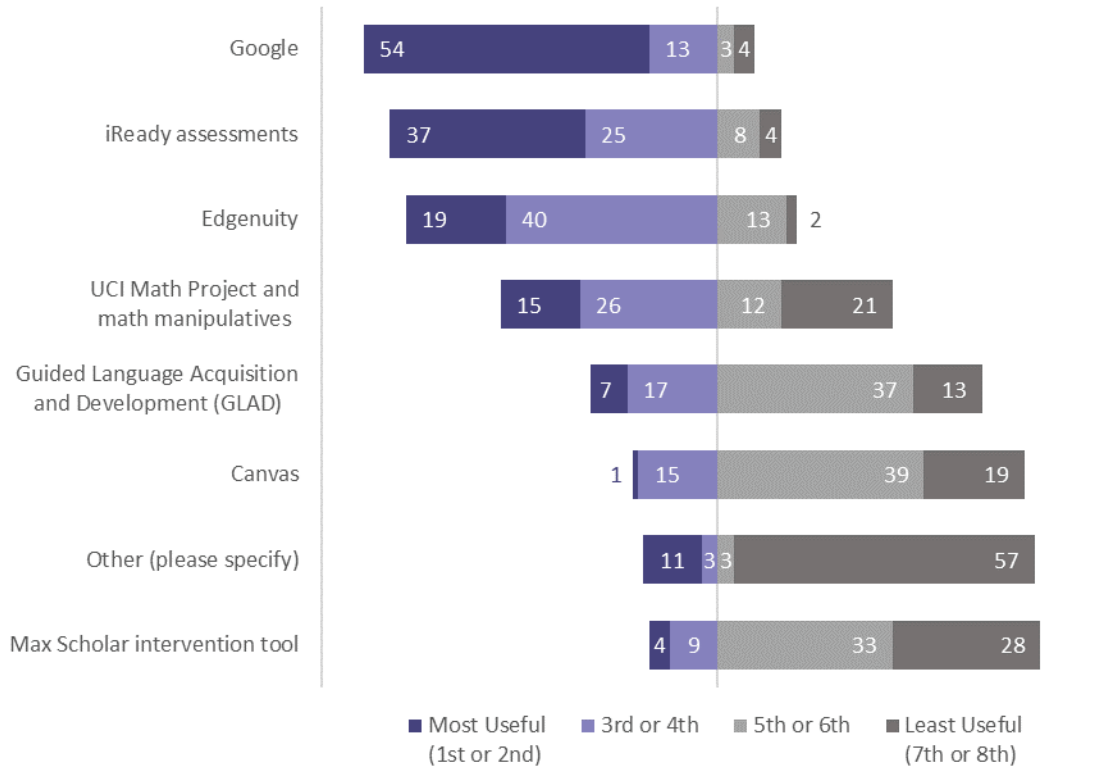
6. How would you rate the following professional development opportunities?



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	<ul style="list-style-type: none"> not a big orange frog guy but I appreciate the attempt
Suggestions/ Needs	<ul style="list-style-type: none"> Follow up trainings and implementation check-ins should be scheduled None of these help my capacity as a teacher in terms of teaching strategies, etc. These are programs.... Regarding "safe schools" in meeting after meeting over the course of the last 10 years I have repeatedly asked Jim Perez about a push bar lock for the door to my classroom at Haster. I was always told "we'll look into that" yet that simple life saving security measure was NEVER installed.
Neutral- sentiment Comments	None received

7. Please rank the following education software/resources based on their usefulness to you as an ACCESS educator.

n=74



Write in responses for Other

- ACE
- Aeries
- Aleks Math
- Clever and Zoom
- Constructed Meaning tools
- Lexia
- Nearpod, Gizmo
- Novels
- Quizizz
- Skip software and TEACH
- Title I resources
- Zoom

Appreciation/
Positive
Comments

None received

Mixed-
sentiment
Comments

None received

Suggestions/
Needs

- I did not have training on UCI Math, but did receive the manipulatives. I have no idea what to do with them.
- I have not been training in numbers GLAD, UCI Math, and Edgenuity

	<ul style="list-style-type: none"> • I would donate a kidney for more chromebooks • There need to be follow up trainings • We need better trainers for GLAD. the OCDE training was not very useful compared to the GLAD-iators we had in the past.
Neutral-sentiment Comments	<ul style="list-style-type: none"> • I am a primary K-2 teacher so I don't use many of these programs in my classroom. • I am not a teacher, but do provide direct instruction to students. The above programs are n/a for my position. • I do not use GLAD, UCI Math, or Edgenuity, so their order is random. • I don't work with any of this so no comments. • I literally have no idea what GLAD, UCI Math, and Edgenuity are...Is ACCESS using GLAD? • I only use Google, Canvas when I do PCHS, and GLAD daily. • I only use Google, iReady, and Max Scholar, so Canvas, GLAD, UCI Math, and Edgenuity are actually N/A.

ACCESS Non-Instructional Staff Feedback	2022-2023
Prepared by Orange County Department of Education Evaluation & Data Center	March 2023

The following is a summary of the data collected from a survey of ACCESS non-instructional staff. This data summary is arranged to provide survey results by survey and by item.

Instrument:

Survey items were developed to capture respondents' perceptions of how well the district is achieving its LCAP goals. This survey is structured so that respondents would retrospectively report on the degree to which they felt each item was met, accomplished, or achieved.

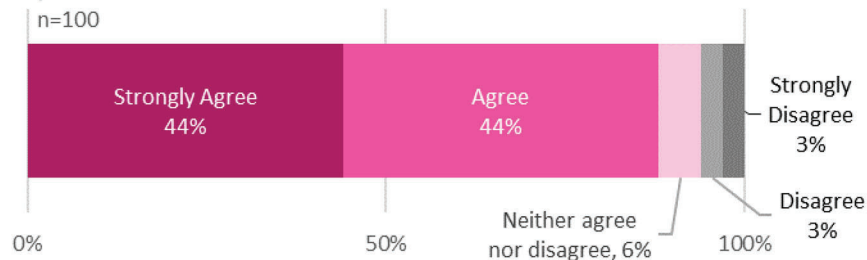
Method:

The survey was administered as an online survey with an approximate 4-week administration window; January 20, 2023 to February 20, 2023. Following standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 108 survey responses were received (N=108 non-instructional staff).

Analysis:

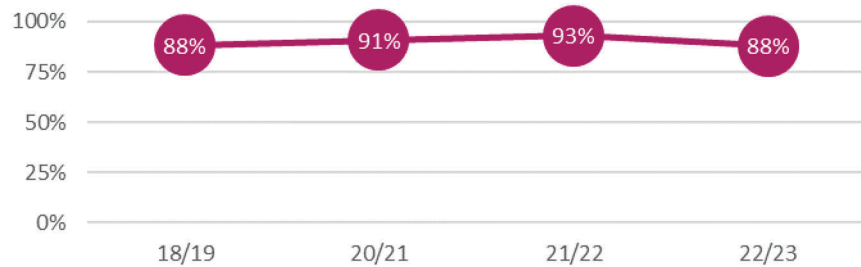
The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received. Comparison to prior survey data was conducted where possible.

1. I am aware of the ACCESS goals, missions, and priorities.



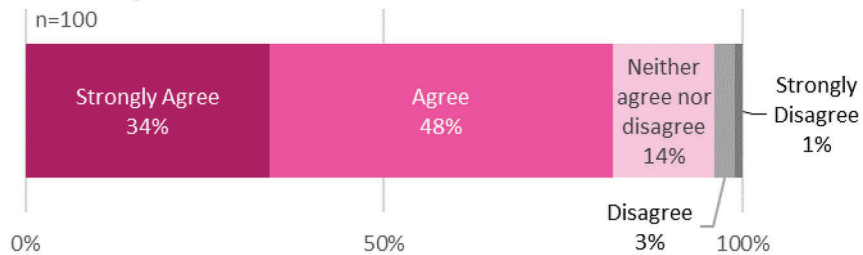
Comparison to Prior Years

Note. % Strongly Agree + % Agree



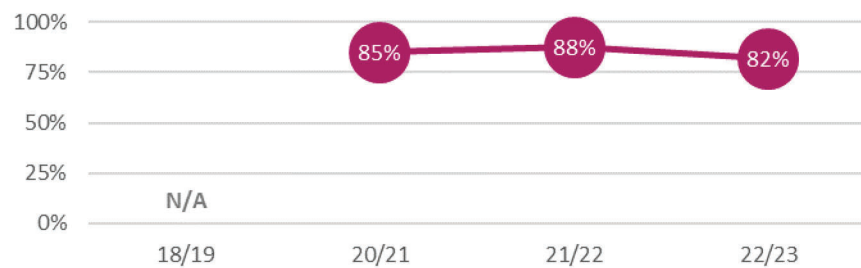
Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	<ul style="list-style-type: none"> The goals might be stated in a document that is posted, but does anyone truly work hard to honor those words and is there any follow up to make sure those action words on the document are being worked on. I do not think there is any movement on achieving our stated goals.
Suggestions/ Needs	<ul style="list-style-type: none"> No one is on the same page There are some things that are not clear with priorities and how things are managed. I am concerned about the unprofessionalism of staff, for example using cuss words, negative tone used for communication, the lack of respect of someone's position and their responsibilities as well as the boundaries They are not posted in any of my ACCESS sites. If they are, I am not aware where they might be.
Neutral- sentiment Comments	<ul style="list-style-type: none"> We have all seen the picture frames and words displayed...

2. My workplace supports and values cultural diversity and inclusion.



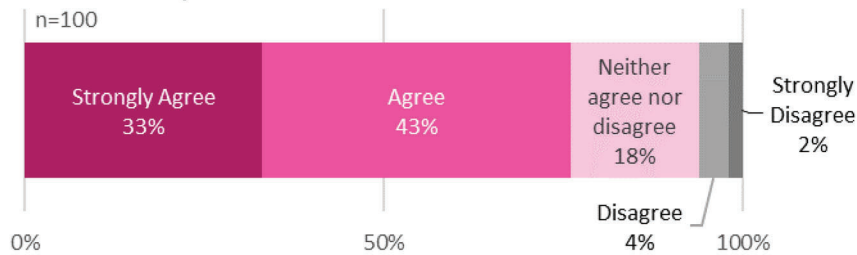
Comparison to Prior Years

Note. % Strongly Agree + % Agree



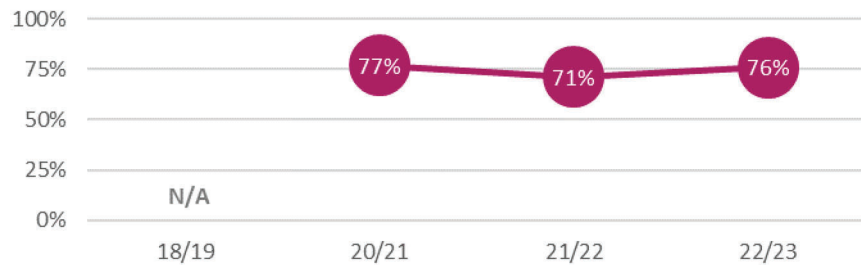
Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	<ul style="list-style-type: none"> We have diversity of culture in people's genders, religion, ethnicity. BUT, we lack diversity of actual hard workers. We are VERY homogenous of slackers in the workplace.
Suggestions/ Needs	<ul style="list-style-type: none"> ACCESS has demonstrated a consistent disregard for cultural diversity and has become racially biased and discriminatory I do not agree with the current culture's emphasis on diversity and inclusion. It creates division among people by simply bringing the topic up. The victim mentality ect. This is not beneficial for a society. I think it would be helpful to have more professional development around diversity and inclusion and do more activities as staff around this. There is no specific ways my ACCESS site does this, given that it is not a regular school. Still, there should be some initiative to make it more evident to the staff and especially to the students. We do not provide general education minutes to all students and we do not provide special education services per the IEP. Teachers close the classes. We need a principal that is over all the teachers so there is site admin leadership.
Neutral- sentiment Comments	None received

3. My workplace recognizes the importance of mental health and provides resources to staff.



Comparison to Prior Years

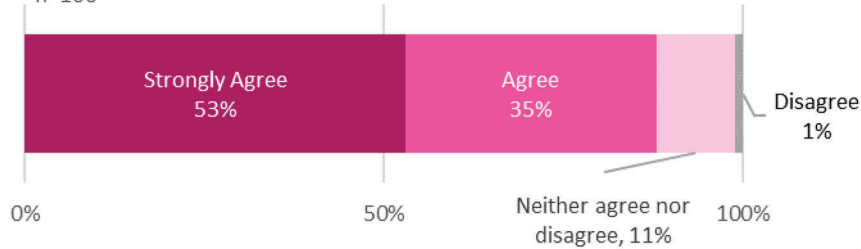
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> My supervisor has set a tone of ongoing support. We work as a team and I feel supported if any mental health or family challenges come up.
Mixed- sentiment Comments	<ul style="list-style-type: none"> although resources are provided and greatly appreciated the current work load and climate does have an impact on staff mental health. I think it is recognized among students and families and at Kalmus but I do not think that is transferred across ACCESS.
Suggestions/ Needs	<ul style="list-style-type: none"> OCDE does not really support those who work hard as they surround those people with really bad workers. There is no way to get around and or be around really bad workers, so the mental health of good, strong workers does not always feel supported. Orange Frog was used to improve our mental health but feeling happy ALL the time is not realistic. It doesn't address our mental health. We should be allotted additional hours not from our sick time to use when we're having a difficult day. When we take care of ourselves we better serve our students Same as the previous entry. [There is no specific ways my ACCESS site does this, given that it is not a regular school. Still, there should be some initiative to make it more evident to the staff and especially to the students.] The need is far greater than the services we provide. Counselors traveling from site to site makes it extremely difficult for counselors to see students when they show up. Often times a counselor is here 1-2 days per week, but the students they service may show up on alternate days. We don't even have a full-time counselor at the largest ACCESS school site. We still need a clinician to permanently replace David Saldana. Our students need constant support.
Neutral- sentiment Comments	None received

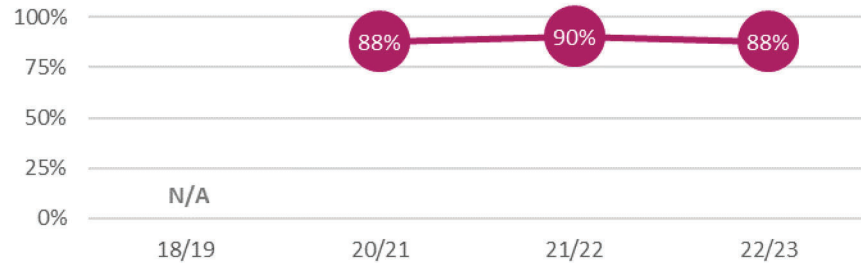
4. I feel like I am a significant contributor to the organization supporting the education of ACCESS students.

n=100

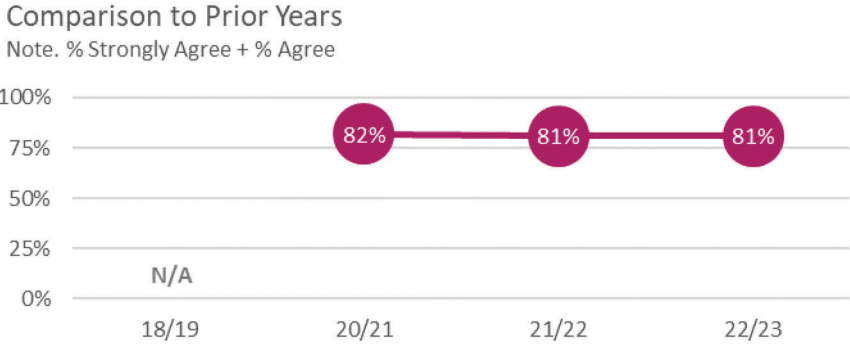
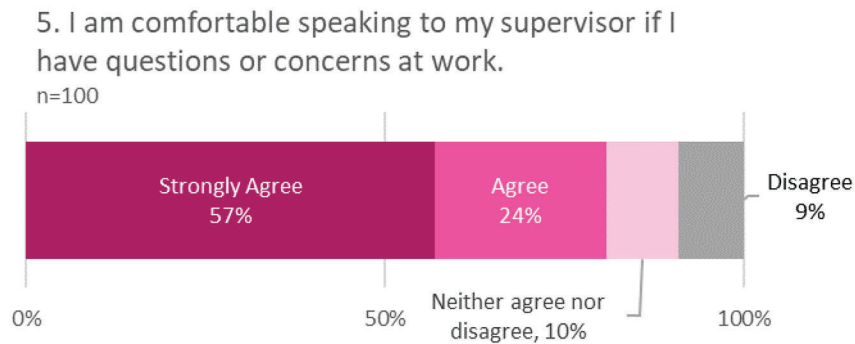


Comparison to Prior Years

Note. % Strongly Agree + % Agree



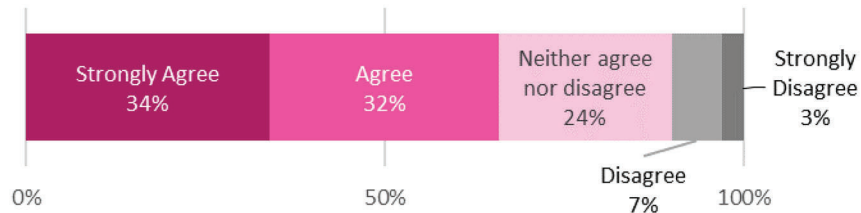
Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	<ul style="list-style-type: none"> I think my ideas are valued and recognized directly with my supervisor. However, I feel that there is a established communication and system to make sure other staff members are aware of my contributions and the respect behind my responsibilities.
Suggestions/ Needs	<ul style="list-style-type: none"> It would be most helpful for all staff responsibilities & duties to be clearly defined and outlined & to have support on site daily. What we're doing isn't working. It would be useful to have an ACCESS directory of sites, phone numbers, and names of staff. Not many of the ideas and or suggestions are implemented and or not even followed up to try. There is VERY little information given back to how and or why an idea could not be implemented. VERY little feedback is given to explain why an idea could not be started.
Neutral- sentiment Comments	None received



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	<ul style="list-style-type: none">I am comfortable speaking to my supervisors but that doesn't mean that they respond well or do anything. So I can speak to them, but nothing is ever done about it.I feel like I am heard, validated, and if I have questions or concerns I can bring them up to my supervisors. My only question is regarding how to feel supported when other staff question someone's responsibilities and how that gets address.
Suggestions/ Needs	None received
Neutral- sentiment Comments	None received

6. I am receiving support in my professional development.

n=100



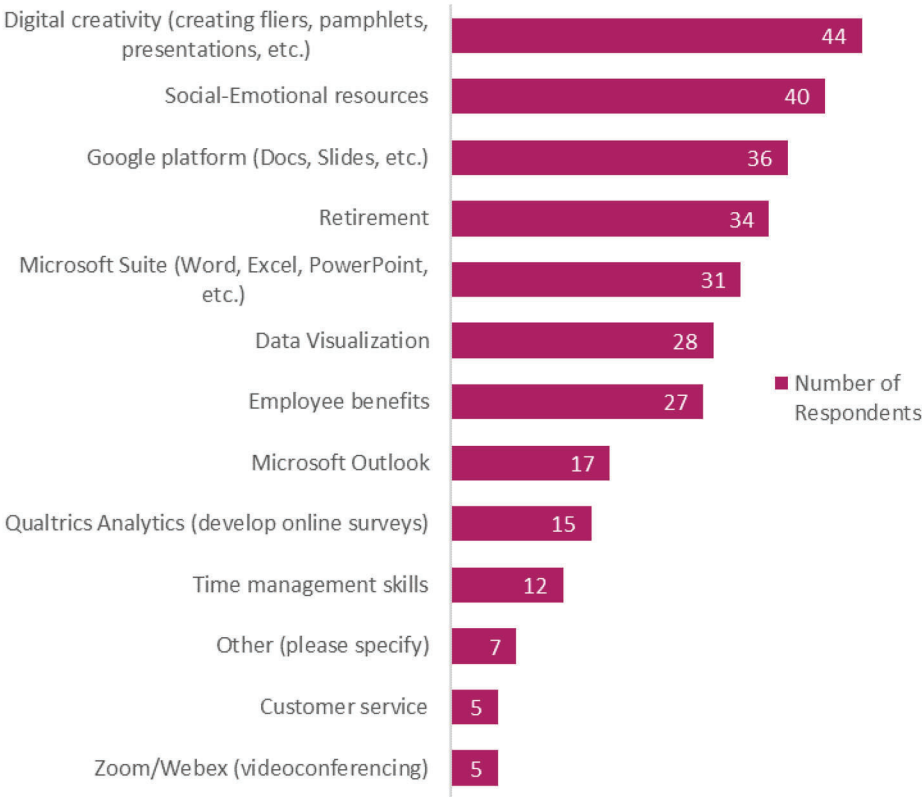
Comparison to Prior Years

Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> I love all the professional development opportunities and the support from management to attend and make it accessible and possible. Katy Ramezani is fantastic about supporting me and her staff. Through CSEA I am able to take courses that will help me develop professionally.
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> I am not encouraged or informed of professional development opportunities. There is a structured system in place to keep employees doing their current job, some not moving up for 20+ years, furthermore there have been MANY times where employees had to take demotions just to get out of our office in hopes of moving up elsewhere.
Neutral- sentiment Comments	None received

7. I am interested in receiving more professional development in the following areas: (check all that apply)



Write in responses for Other

- CTE Credential
- Growth opportunities
- How Admin can tell their staff what to do. Admin follow up with making the workers be better workers.
- MTSS and collaboration of areas and departments with a focus on legal compliance for educational services for all.
- Tableau, SQL

Appreciation/ Positive Comments	<ul style="list-style-type: none">• Thank you
Mixed- sentiment Comments	None received

ACCESS 2022-2023 Non-Instructional Staff Feedback

Appendix E

Suggestions/ Needs	<ul style="list-style-type: none">• I feel like there should not be much hiring for higher positions from outside the organization but rather the moving up of current staff. There should be mentoring programs and a plan in place for employees to move up rather than hiring someone from outside, this would really help employee moral.• If those training could be on zoom, that would be very helpful• My concerns are about the responsibility behind someone not only being rude about your job but the hostility and negative environment that it creates among staff when they are questioning someone's job. What are the HR consequences and how does this get address with supervisors and HR?• Special ed training for general ed. How are we supposed to support our colleagues with IEPs when there is no PD for us? In almost 20 years I cannot recall having this offered to ACCESS general ed teachers.
Neutral- sentiment Comments	None received

Division of Special Education Services
Family Feedback

2022-2023

Prepared by
Orange County Department of Education
Evaluation & Data Center

March 2023

Division of Special Education Services 2022-2023 Family Feedback

The following is a summary of the data collected from a survey of OCDE Special Education students' parents. This data summary is arranged to provide survey results by survey and by item.

Instrument:

Survey items were developed to capture respondents' perceptions of how well the district is achieving its LCAP goals. This survey is structured so that respondents would retrospectively report on the degree to which they felt each item was met, accomplished, or achieved.

Method:

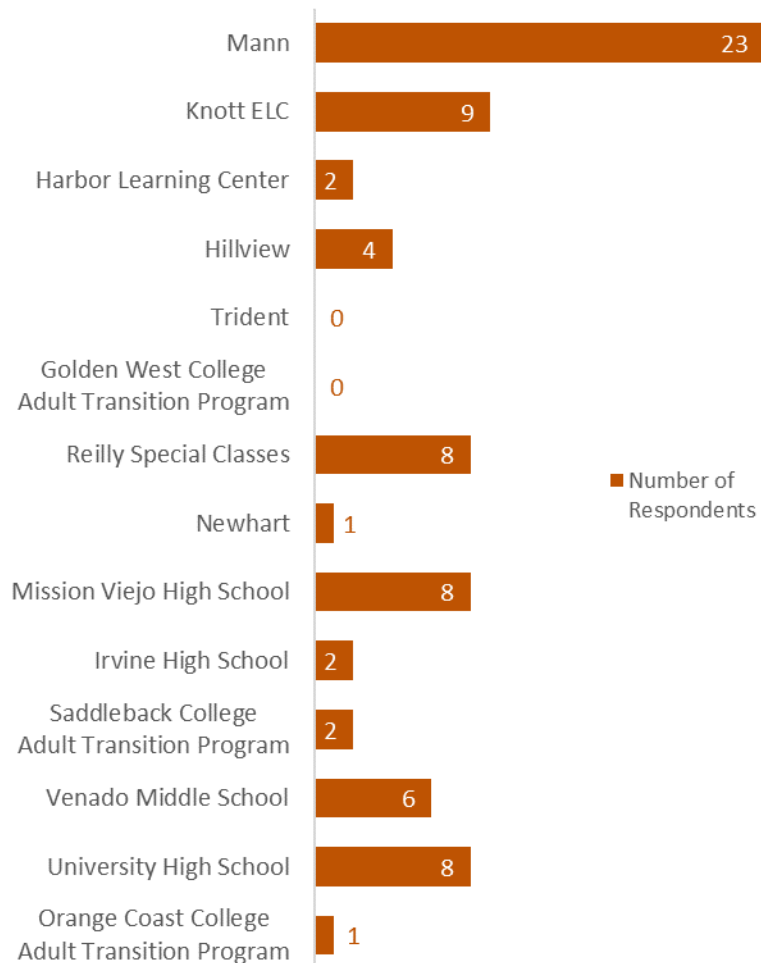
The survey was administered as an online survey with an approximate 6-week administration window; January 24, 2023 to March 3, 2023. Following standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 66 survey responses were received (N=66 parents).

Analysis:

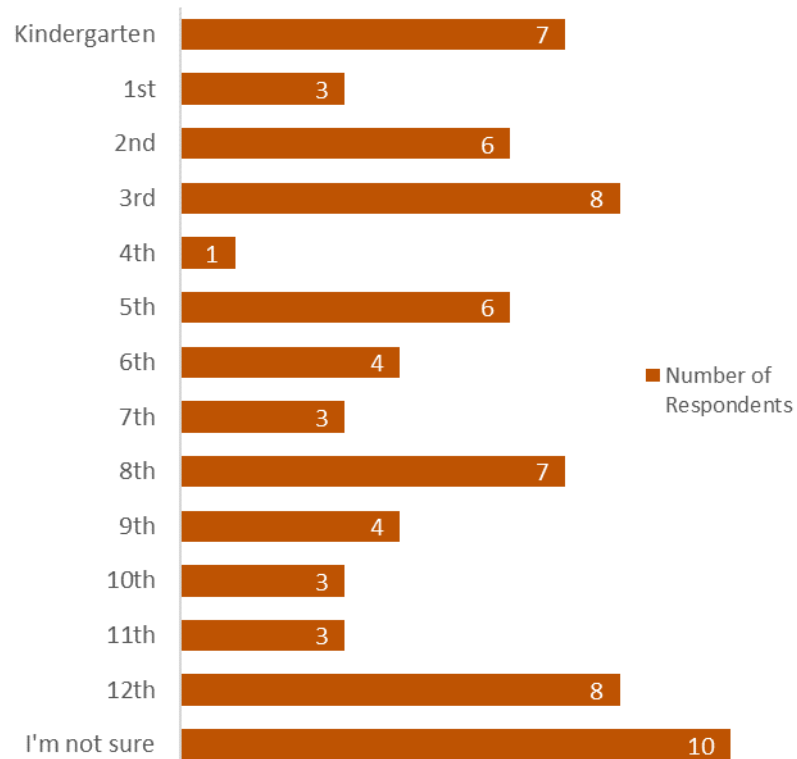
The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received. Comparison to prior survey data was conducted where possible.

Division of Special Education Services 2022-2023 Family Feedback

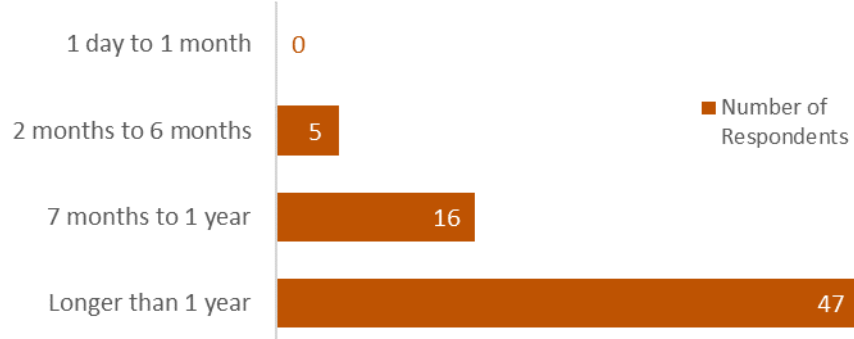
What school site does your child attend?



My child's grade level:

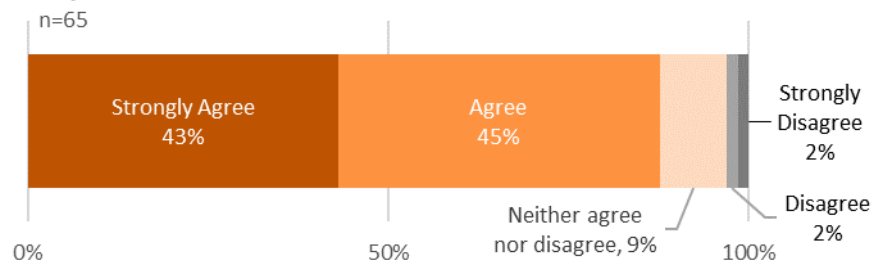


How long has your child been enrolled in a Special Education school?



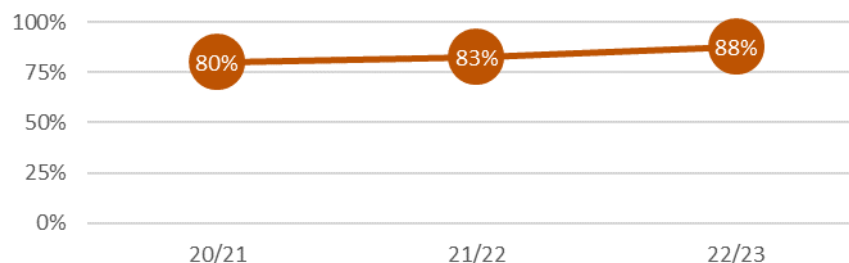
Division of Special Education Services 2022-2023 Family Feedback

1. I feel my child is making progress on IEP goals and objectives.



Comparison to Prior Years

Note. % Strongly Agree + % Agree

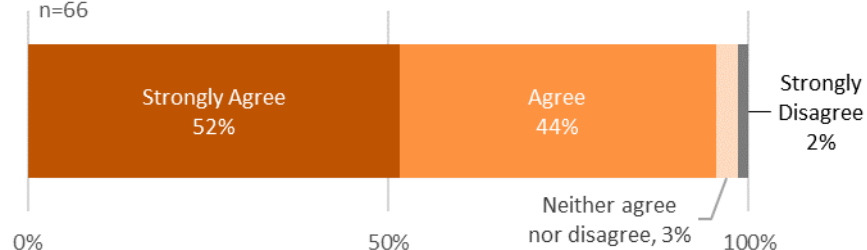


Appreciation/ Positive Comments	<ul style="list-style-type: none"> School program and teachers are doing a great job I feel on personal growth I expect more from my son. They have a fantastic team and staff. We couldn't be more impressed We just started this school (Hillview) and our child is showing enthusiasm in the morning. It has been a big change for her since she wakes up early and before she was being "schooled" online in the afternoon. But she wakes up most times ready to get on the bus.
Mixed- sentiment Comments	<ul style="list-style-type: none"> There are a lot of goals he has met. But still a lot that he has not. I'd say he meets a little more than half.
Suggestions/ Needs	<ul style="list-style-type: none"> Better communication with other staff members that work with my child for example o.t and speech DHH kids need tutoring for English and reading Falta mucha comunicación de la escuela, hacia los padres. En los archivos de mi hijo estaba mal el grado. Las fechas que te dan para un IEP están muy separadas y difícil terminar a tiempo. La verdad yo esperaba más de la forma en que trabaja la escuela, pero estoy decepcionada. [There is a lack of school communication, towards parents. In my son's files the grade was wrong. The dates given for an IEP are far apart and difficult to finish on time. The truth is I expected more by the way the school works, but I am disappointed.] Muchas de las metas del IEP actual no se alcanzaron, y las metas actuales algunas de ellas se retrocedieron, por el cual no han habido grandes avances en El Progreso de mi hijo. [Many of the current IEP goals were not met, and some of the current goals were regressed, so there has not been meaningful advances in my son's progress.]
Neutral- sentiment Comments	None received

Division of Special Education Services 2022-2023 Family Feedback

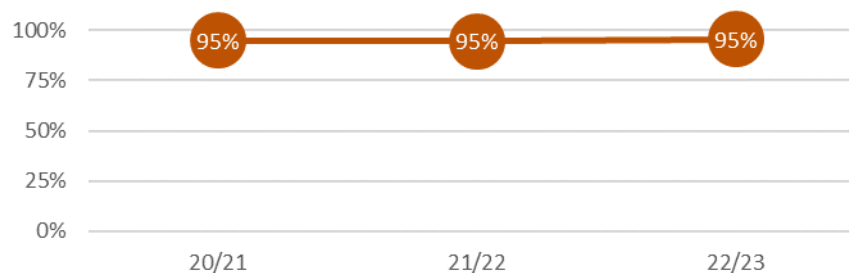
2. I have discussed my child's education with his/her teacher.

n=66



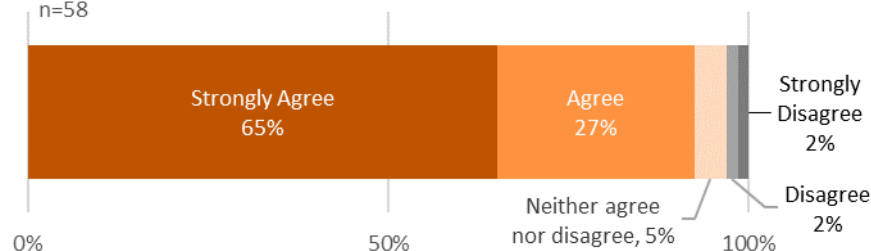
Comparison to Prior Years

Note. % Strongly Agree + % Agree



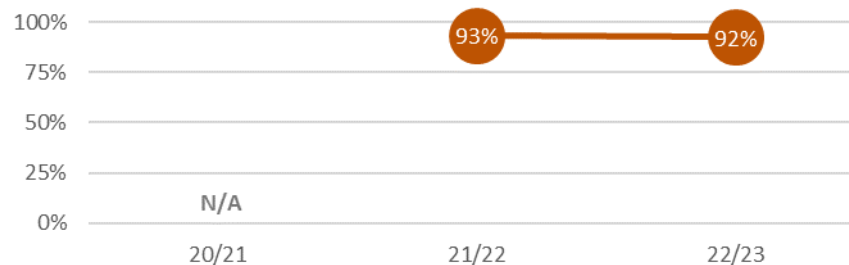
2. a) I feel comfortable reaching out to my child's school.

n=58



Comparison to Prior Years

Note. % Strongly Agree + % Agree



Appreciation/
Positive
Comments

- Everyone is easy to talk to and communicates with me well.

Mixed-
sentiment
Comments

- Entiendo que la principal quiera estar en todas las juntas, pero son tantos niños, que esto atrasa cuando se realizan los IEP. [I understand that the Principal wants to be in all the meetings, but there are so many children that they get behind on when the IEP should be performed.]
- I always feel comfortable reaching out, but a few issues continue.

Suggestions/
Needs

- Creo que debería haber más comunicación con todos los miembros de la escuela, y principalmente con el maestro. Pero muchas de las veces esta ocupado el maestro. [I think there should be more communication with all school staff, and mainly with the teacher, but many times the teacher is busy.]

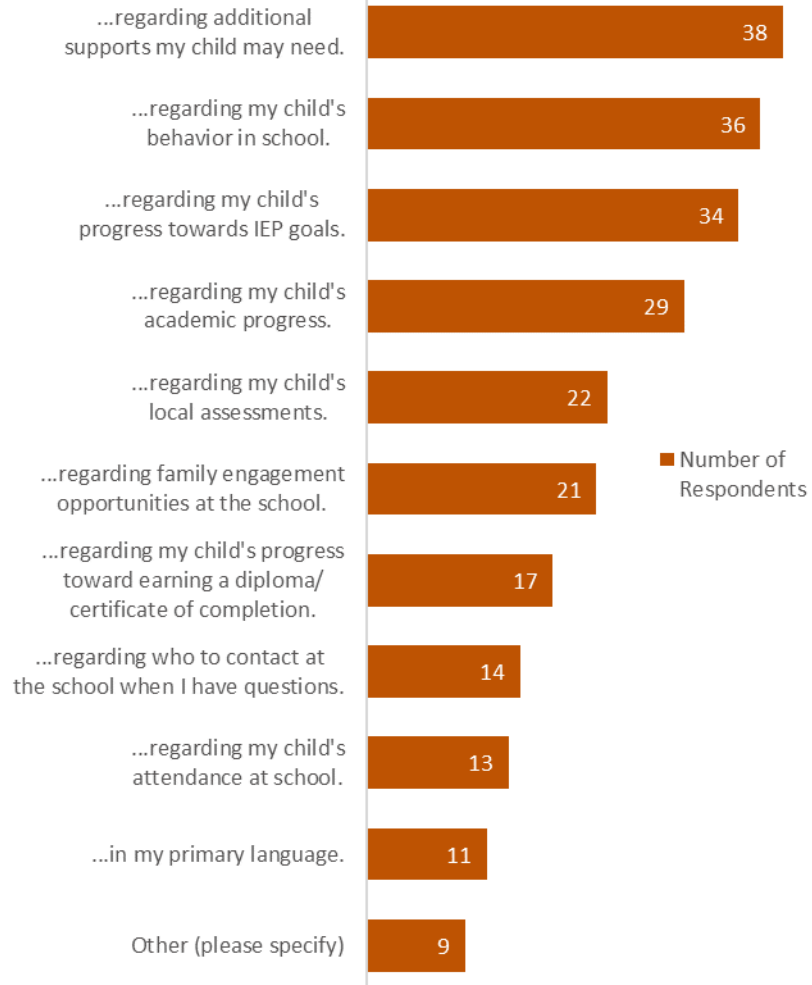
Division of Special Education Services 2022-2023 Family Feedback

Neutral-sentiment Comments	<ul style="list-style-type: none">• Having access to seesaw so teacher and parents would be a better form of communication and updates <p>None received</p>
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Division of Special Education Services 2022-2023 Family Feedback

3. What are additional ways the school can better meet your child's educational needs? (check all that apply)

Communicate with me...



Write in responses for Other

- Communication on physical episodes such as if he had a seizure

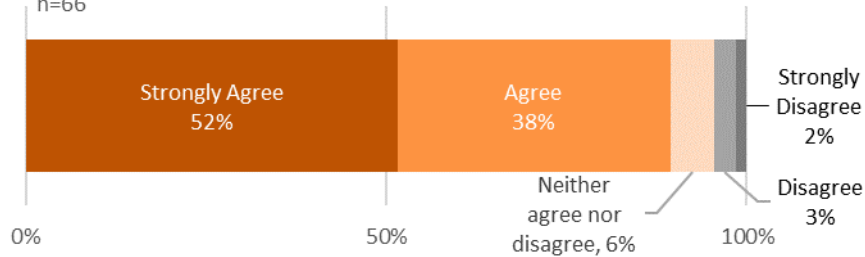
Division of Special Education Services 2022-2023 Family Feedback

Appreciation/ Positive Comments	<ul style="list-style-type: none"> • I feel that the school is already doing a good job providing me the services I checked. • Right now we don't have any concerns, we get a progress report sent to the house for everyday behavior. • The school and staff are outstanding. • They have met above and beyond
Mixed- sentiment Comments	<ul style="list-style-type: none"> • En mi caso recibo reportes diarios, pero muchas de las veces no dan detalles, a pesar de que cuando pregunto, no me das los detalles que quiero saber. Los reportes diarios deberían poner si los niños hicieron popó o no, así como comentarios de cómo estuvo el día si fueron buenos y malos, y porqué. [In my case I receive daily reports, but often I do not get the details, even though I have asked, I am not given the details of what I want to know. The daily reports should say if the children went potty or not, as well as comments on how the day was, if they were good or not, and why.] • La escuela usa la aplicación debRemind, pero solo se puede usar con el maestro y no las demás personas que le dan servicio a mi hijo, y lo malo es que menciona el internet no funciona el la escuela y no le llegan los mensajes de la aplicación. [The School uses the Remind app, but it can only be used with the teacher and not the other people who provide services to my son, and the bad thing he mentions is that the school internet doesn't work and doesn't get the app notifications .]
Suggestions/ Needs	<ul style="list-style-type: none"> • El método de la app Remind no funciona, ya que menciona el maestro que no tienen acceso a internet para poder contestar. [The Remind app method does not work, since it mentions the teacher does not have access to the Internet to be able to answer.] • Sometimes I feel that [my child] might of had a physical issue such as a seizure or behavior he is doing that is not being looked into. • Utilizing seesaw at this campus would be a great way to see student progress and ask questions.
Neutral- sentiment Comments	None received

Division of Special Education Services 2022-2023 Family Feedback

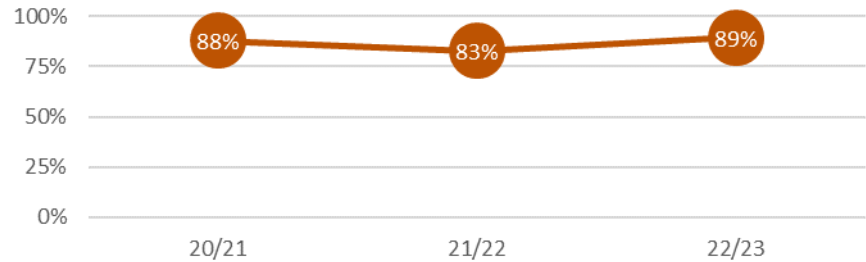
4. Communication from the school is timely and consistent.

n=66



Comparison to Prior Years

Note. % Strongly Agree + % Agree

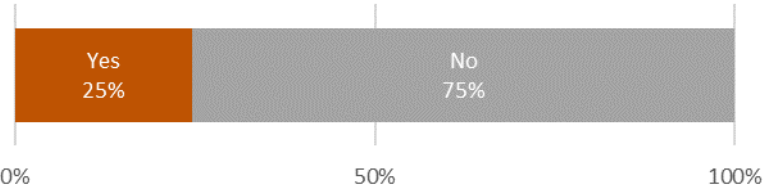


Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	<ul style="list-style-type: none"> Siento que podría aún ser mejor la comunicación del maestro. [I think that the teacher's communication could be better.] Sometimes it is not. Sometimes I won't know if something happens.
Suggestions/ Needs	<ul style="list-style-type: none"> An app like seesaw is greatly needed at this school site Aún estoy esperando que me contesten mi carta, se que tienen 15 días hábiles, pero a como vamos no me van a contestar. [I am still waiting for my letter to be answered, I know they have 15 business days, but by the looks of it, they are not going to answer me.]
Neutral- sentiment Comments	None received

Division of Special Education Services 2022-2023 Family Feedback

5. Have you attended a school meeting, event, or workshop, either in person or virtually, during the last month?

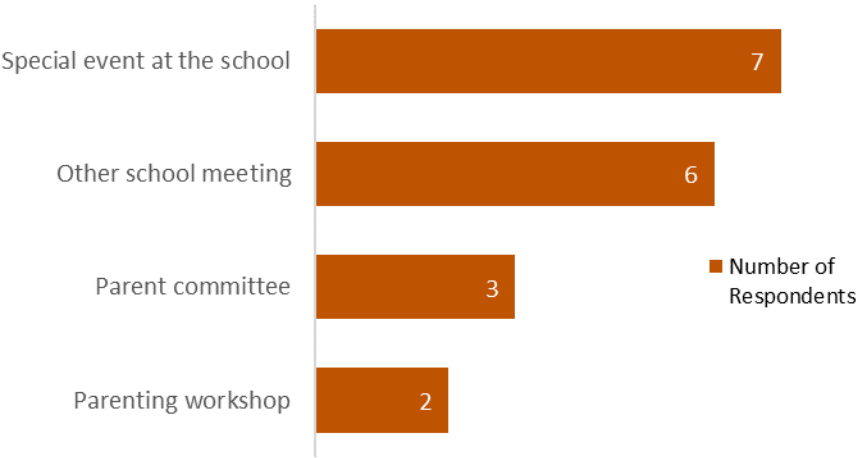
n=65



Write in responses for Other

- IEP meeting

5. a) If yes, what did you attend? (select all that apply)



Appreciation/
Positive
Comments

- IEP meeting is coming up next month and they have accommodated in the way I will be attending and that is a big plus for me. Thank you.

Mixed-
sentiment
Comments

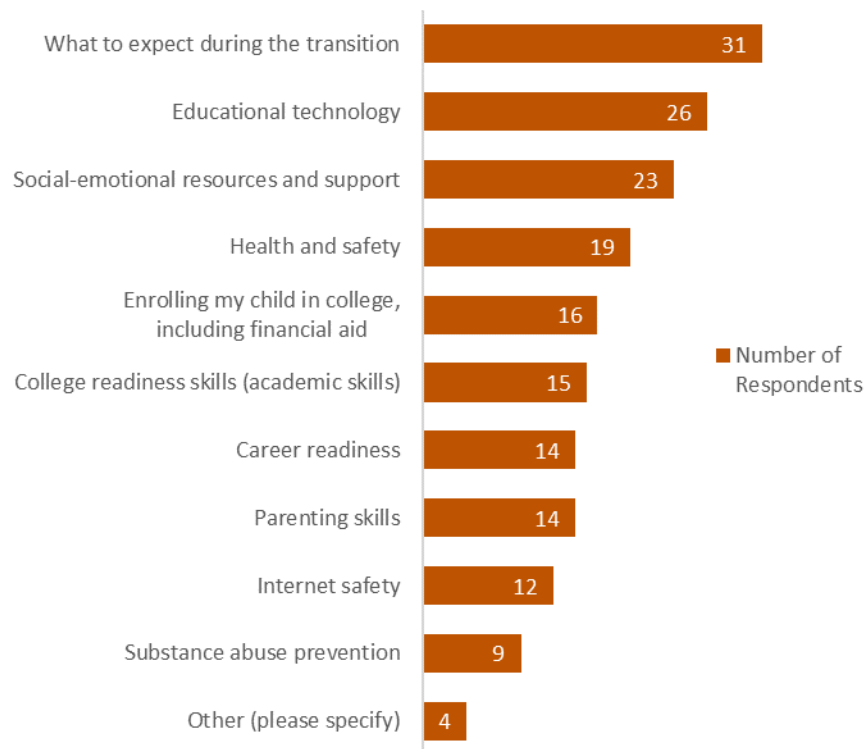
None received

Division of Special Education Services 2022-2023 Family Feedback

Suggestions/ Needs	<ul style="list-style-type: none">I'd like more online workshops that can be recorded so working parents can be a part of it and stay informed without missing work.
Neutral- sentiment Comments	None received

Division of Special Education Services 2022-2023 Family Feedback

6. What topics would you like to see incorporated into parent workshops? (check all that apply)



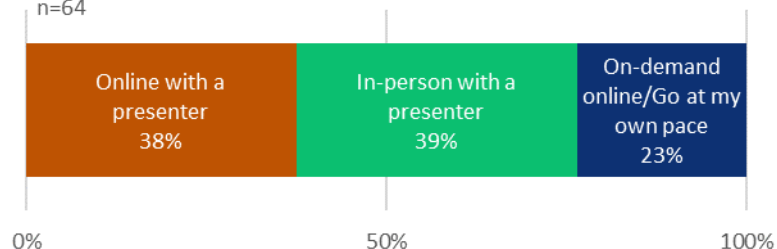
Write in responses for Other

- Adult transitioning

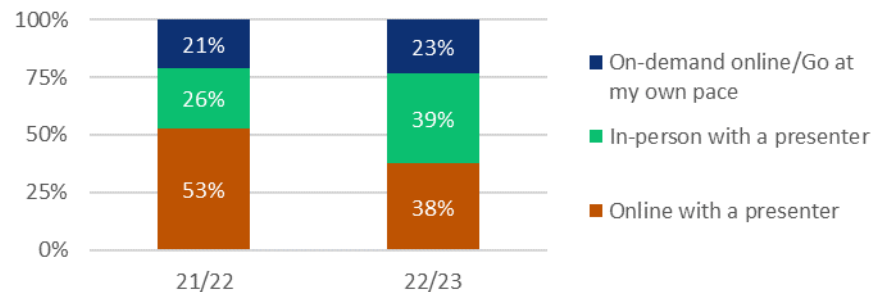
Division of Special Education Services 2022-2023 Family Feedback

6. a) My preferred method of attending a parent workshop is...

n=64



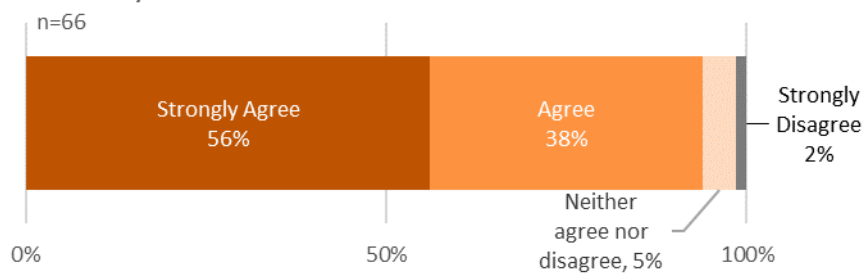
Comparison to Prior Years



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	<ul style="list-style-type: none"> The more knowledge the better! I'd like in person but due to work I can't.
Suggestions/ Needs	<ul style="list-style-type: none"> We do not happen parent workshops_Transitioning workshops would be great We do not have events or workshops that I know of. It would be great to have more adult transitioning - "18 years old and now what?"
Neutral- sentiment Comments	None received

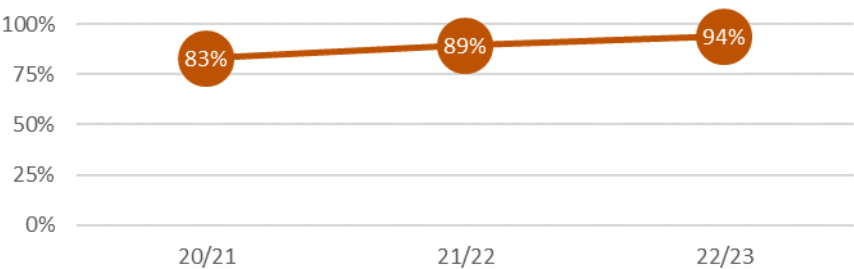
Division of Special Education Services 2022-2023 Family Feedback

7. My child's school supports and values cultural diversity and inclusion.



Comparison to Prior Years

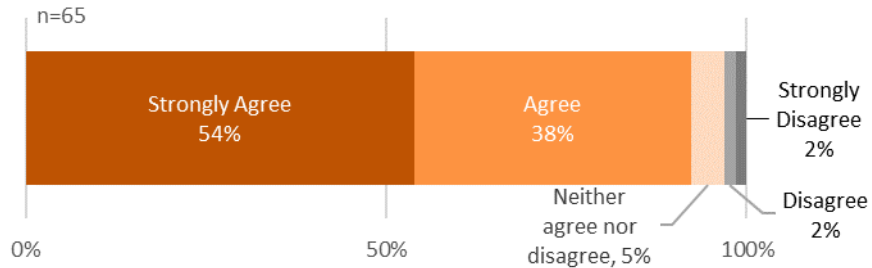
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none">Me gustaría que mi hijo pudiera convivir con niños neurotipicos. [I would like my son to interact with neurotypic children.]
Neutral- sentiment Comments	None received

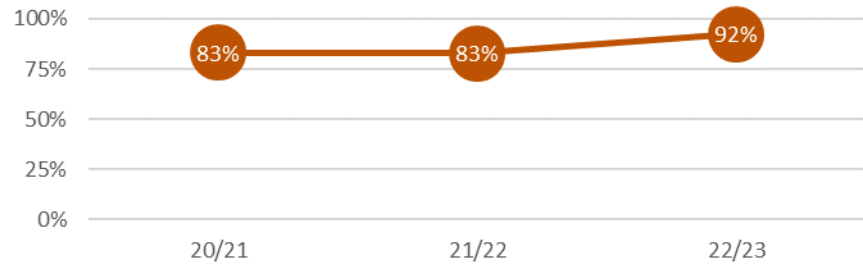
Division of Special Education Services 2022-2023 Family Feedback

8. I feel like the school is meeting my child's social-emotional needs.



Comparison to Prior Years

Note. % Strongly Agree + % Agree

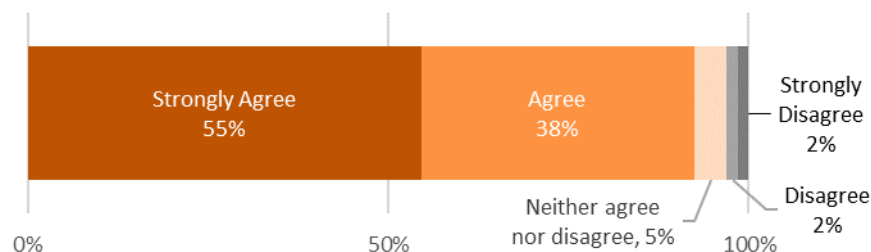


Appreciation/ Positive Comments	<ul style="list-style-type: none"> Like I mentioned prior, my daughter has shown enthusiasm to go to school.
Mixed- sentiment Comments	<ul style="list-style-type: none"> I hope so, my child is nonverbal. Solo se que hacen CBI pero no se si los niños tienen oportunidad de convivir con niños neurotipicos en la escuela. [All I know is that they do CBI but I don't know if children have the opportunity to interact with neurotypical children at school.]
Suggestions/ Needs	None received
Neutral- sentiment Comments	None received

Division of Special Education Services 2022-2023 Family Feedback

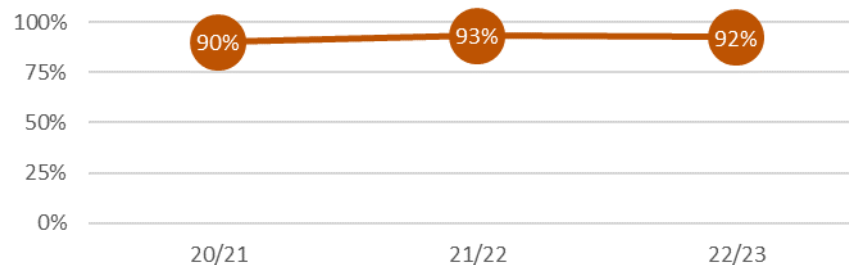
9. The school is a safe place for my child.

n=66



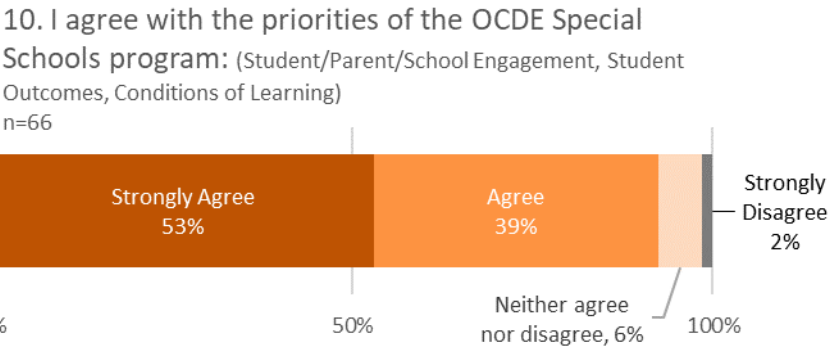
Comparison to Prior Years

Note. % Strongly Agree + % Agree



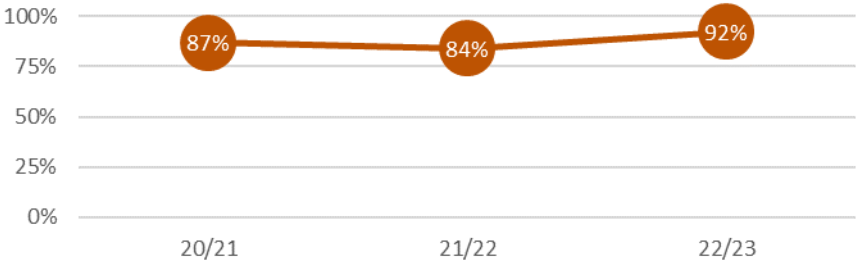
Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	<ul style="list-style-type: none"> My child has mentioned some students have made negative comments regarding the LGBTQIA community/other students. While the concern was brought up and addressed it's concerning that some students are not exemplifying the school's values There seems to be a staffing issues with having enough Para's to help support each class. Makes me uneasy seeing staff struggling and trying to manage the best they can.
Suggestions/ Needs	<ul style="list-style-type: none"> He has had a lot of nurses visits. No lo sé, no dan información de lo que hacen para mantener los niños seguros. [I don't know, they don't give information about what they do to keep children safe.] No se nos ha dicho que es lo que hace la escuela para mantener la seguridad. Deberían decirnos a nosotros los padres. [We are not told what school does to keep safety. They should tell parents.]
Neutral- sentiment Comments	None received

Division of Special Education Services 2022-2023 Family Feedback



Comparison to Prior Years

Note. % Strongly Agree + % Agree

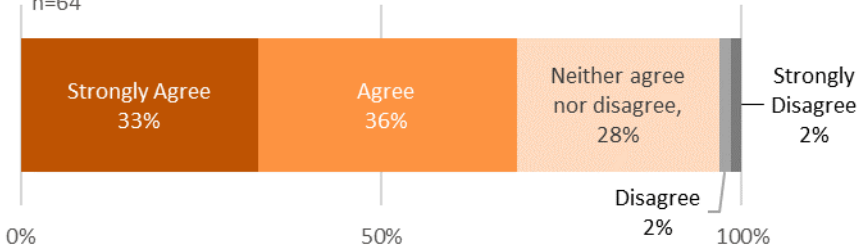


Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	None received
Neutral- sentiment Comments	None received

Division of Special Education Services 2022-2023 Family Feedback

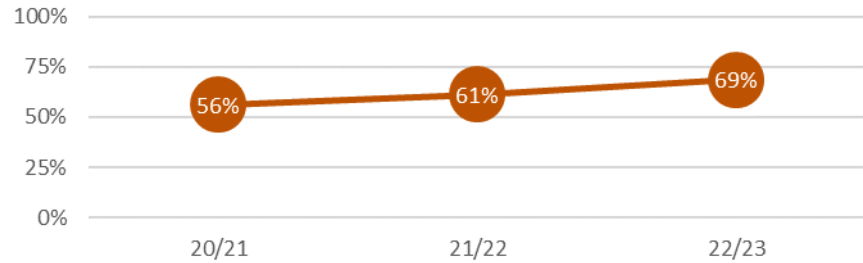
11. My child is being prepared for college, career, and/or with life skills.

n=64



Comparison to Prior Years

Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> I feel that he is being shown very basic skills. Would like to know what type of things he is learning to get prepared for career. Yo veo que falta mas apoyo en servicios para que esto pueda suceder. [I see that there's a lack of support in services so this can happen.]
Neutral- sentiment Comments	<ul style="list-style-type: none"> We will be talking about this in our first IEP meeting.

Division of Special Education Services
Student Feedback

2022-2023

Prepared by
Orange County Department of Education
Evaluation & Data Center

March 2023

Division of Special Education Services 2022-2023 Student Feedback

The following is a summary of the data collected from a survey of OCDE Special Education students. This data summary is arranged to provide survey results by survey and by item.

Instrument:

Survey items were developed to capture respondents' perceptions of how well the district is achieving its LCAP goals. This survey is structured so that respondents would retrospectively report on the degree to which they felt each item was met, accomplished, or achieved.

Method:

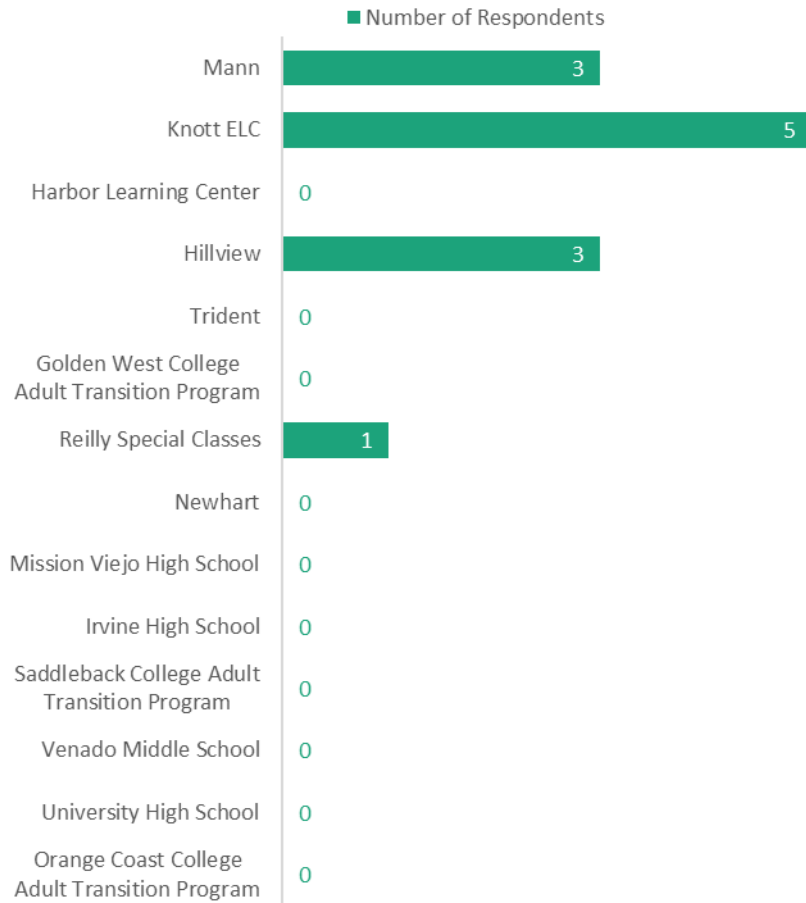
The survey was administered as an online survey with an approximate 6-week administration window; January 24, 2023 to March 3, 2023. Following standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 7 survey responses were received (N=7 students).

Analysis:

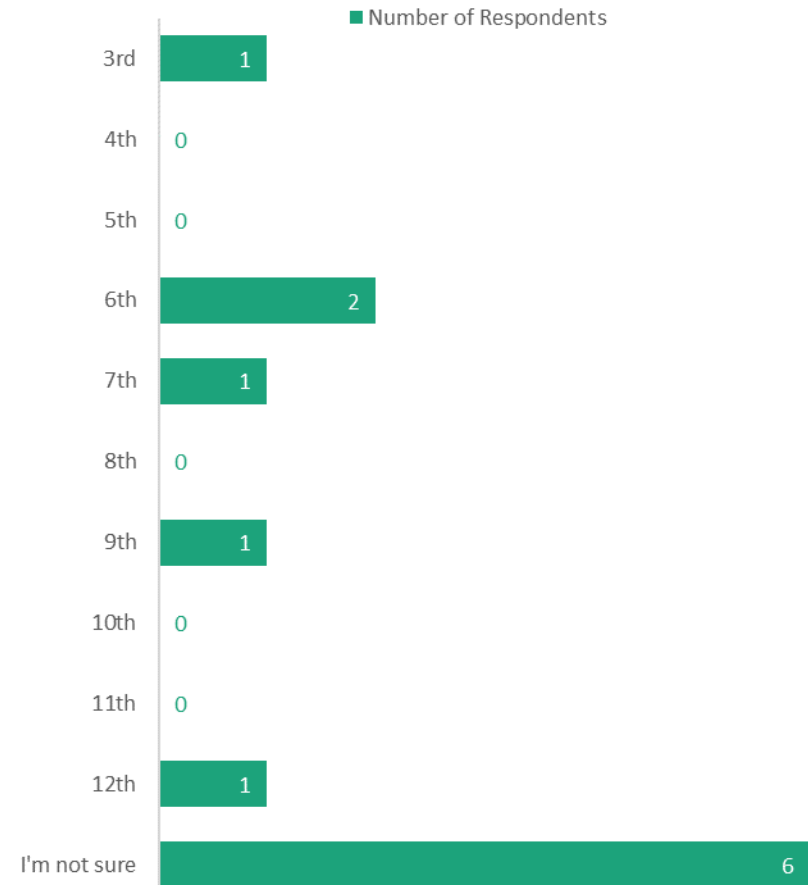
The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received. Comparison to prior survey data was conducted where possible.

Division of Special Education Services 2022-2023 Student Feedback

What school site do you attend?

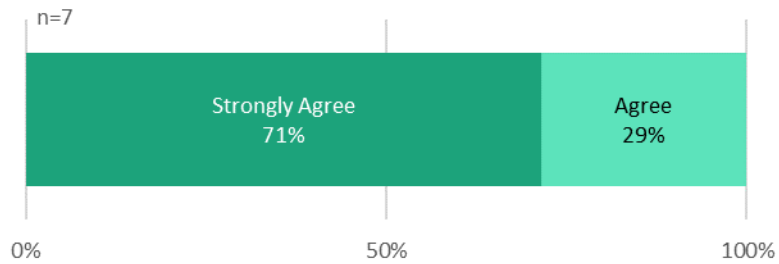


Your grade level:



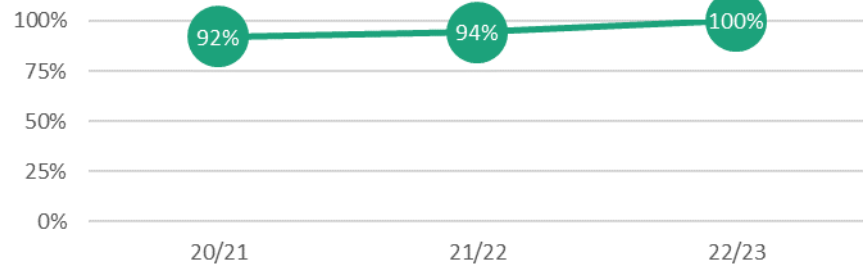
Division of Special Education Services 2022-2023 Student Feedback

1. My school provides materials and learning tools to meet my educational needs.



Comparison to Prior Years

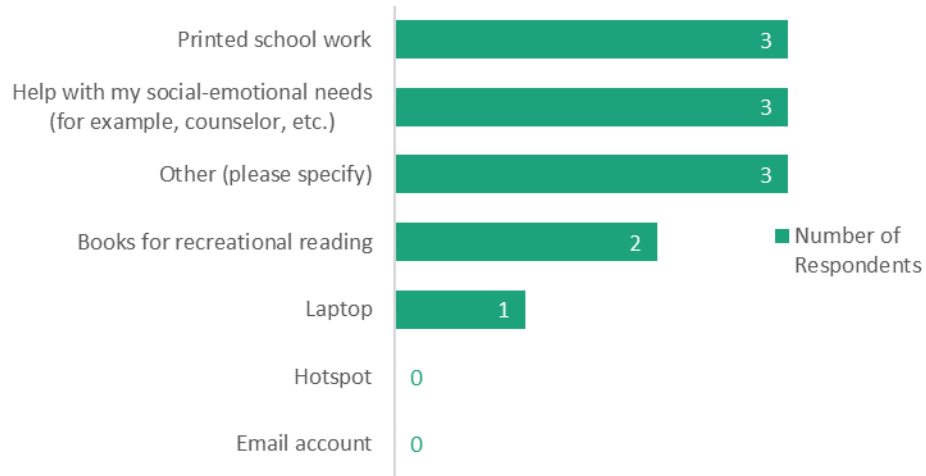
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	None received
Neutral- sentiment Comments	None received

Division of Special Education Services 2022-2023 Student Feedback

2. Check all that may have been provided to you by your school.



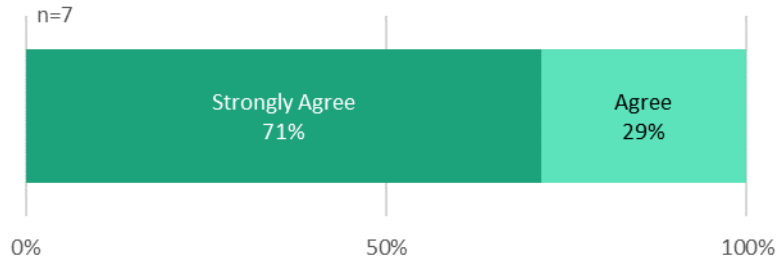
Write in responses for Other

- Communication device

Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	None received
Neutral- sentiment Comments	<ul style="list-style-type: none"> • My kid is in kindergarten hence the above things are not required yet

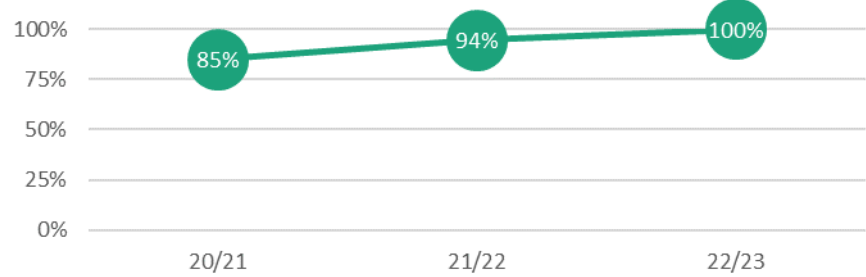
Division of Special Education Services 2022-2023 Student Feedback

3. My school works with my parents/guardian to help me to do my best in school.



Comparison to Prior Years

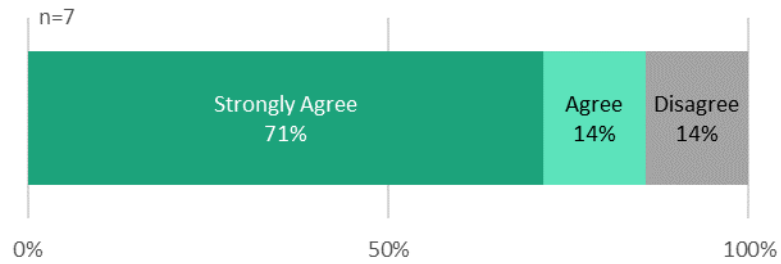
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	None received
Neutral- sentiment Comments	None received

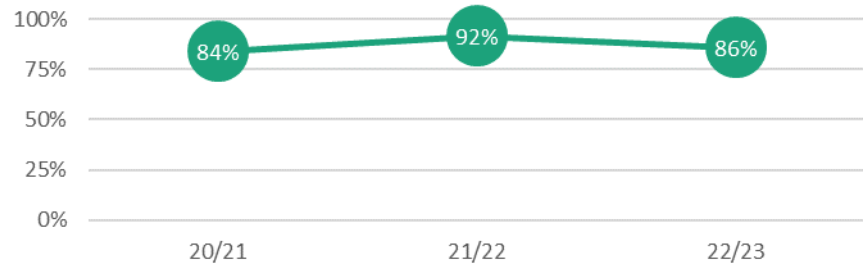
Division of Special Education Services 2022-2023 Student Feedback

4. My input has been included in my Individualized Education Plan (IEP).



Comparison to Prior Years

Note. % Strongly Agree + % Agree

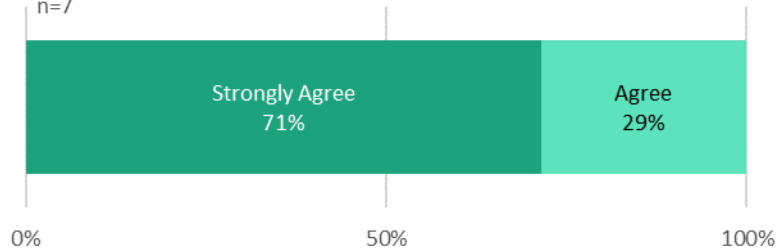


Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	None received
Neutral- sentiment Comments	<ul style="list-style-type: none"> [My child] is non verbal

Division of Special Education Services 2022-2023 Student Feedback

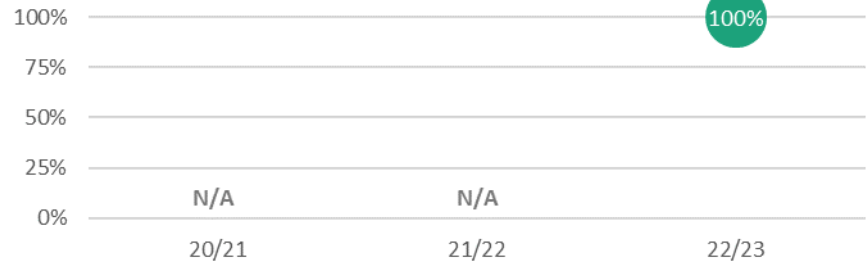
5. I feel like my teacher cares if I am absent from school.

n=7



Comparison to Prior Years

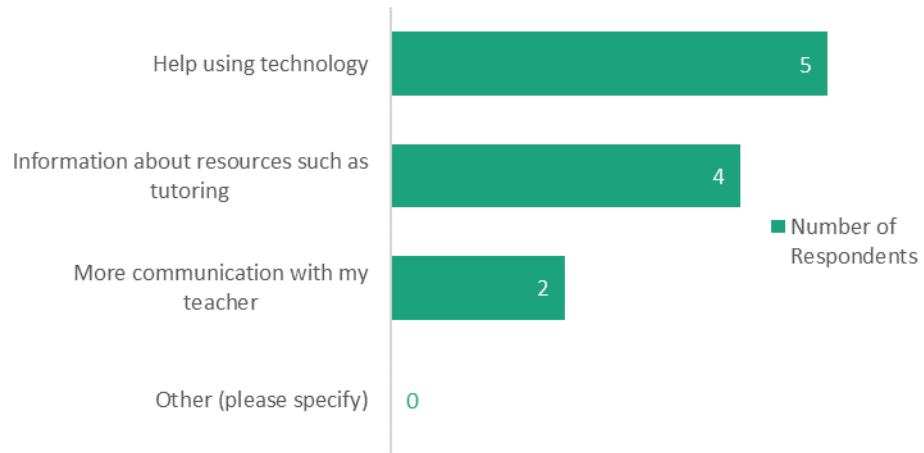
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	None received
Neutral- sentiment Comments	<ul style="list-style-type: none"> Absent a lot due to Dr and neurologist appointments. As well as seizures.

Division of Special Education Services 2022-2023 Student Feedback

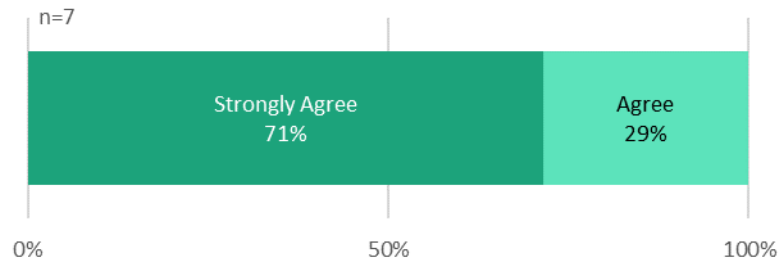
6. What can the school do that would help you better achieve your learning goals? (check all that apply)



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	None received
Neutral- sentiment Comments	None received

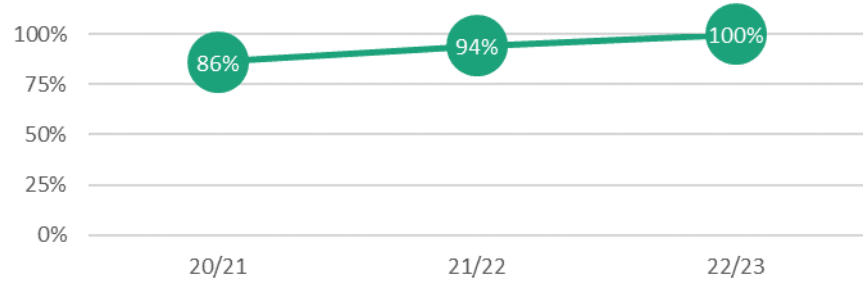
Division of Special Education Services 2022-2023 Student Feedback

7. My school provides meaningful and engaging learning opportunities for me.



Comparison to Prior Years

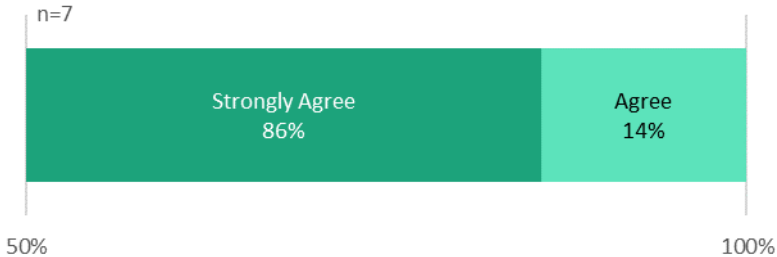
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	None received
Neutral- sentiment Comments	None received

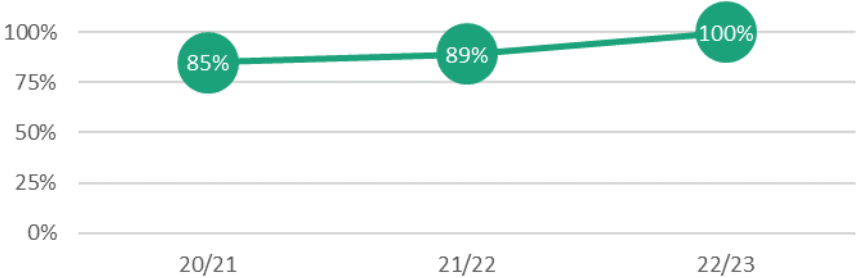
Division of Special Education Services 2022-2023 Student Feedback

8. My school supports and values cultural diversity and inclusion.



Comparison to Prior Years

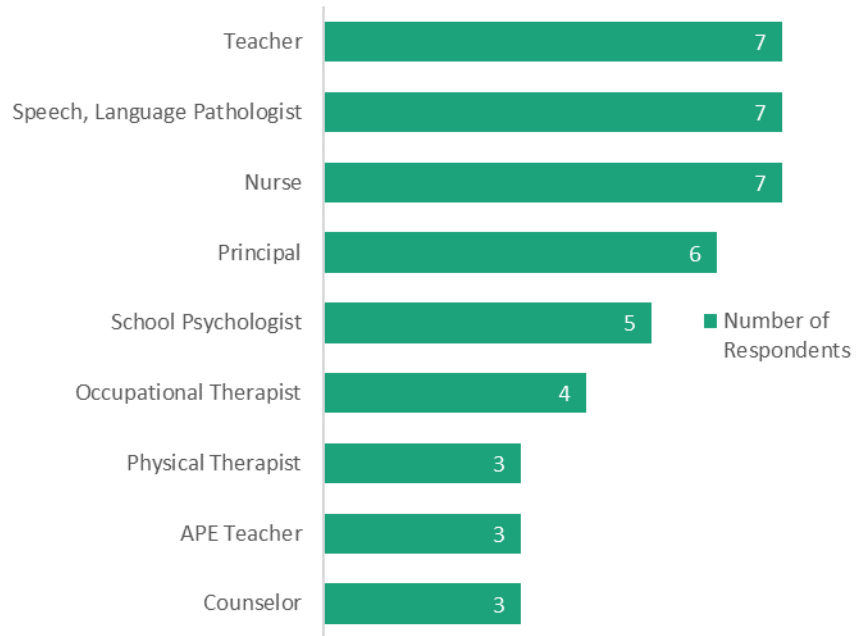
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	None received
Neutral- sentiment Comments	None received

Division of Special Education Services 2022-2023 Student Feedback

9. I am familiar with the following staff at my school.
(check all that apply)

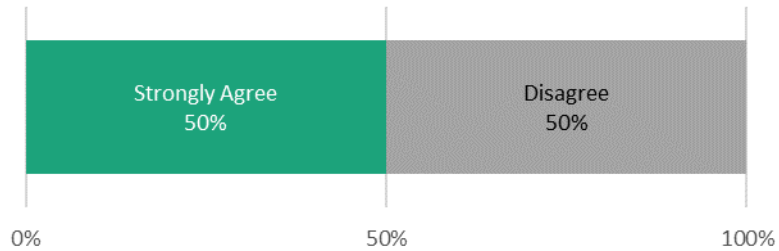


Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	None received
Neutral- sentiment Comments	None received

Division of Special Education Services 2022-2023 Student Feedback

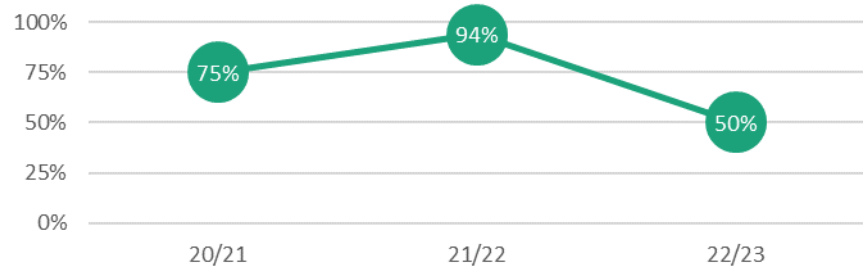
10. My school prepares me for my future.

n=2 (6th grade and up)



Comparison to Prior Years

Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> Parents need to know specifics
Neutral- sentiment Comments	None received

Division of Special Education Services
Instructional Staff Feedback

2022-2023

Prepared by
Orange County Department of Education
Evaluation & Data Center

March 2023

Division of Special Education Services 2022-2023 Instructional Staff Feedback

The following is a summary of the data collected from a survey of OCDE Special Education instructional staff. This data summary is arranged to provide survey results by survey and by item.

Instrument:

Survey items were developed to capture respondents' perceptions of how well the district is achieving its LCAP goals. This survey is structured so that respondents would retrospectively report on the degree to which they felt each item was met, accomplished, or achieved.

Method:

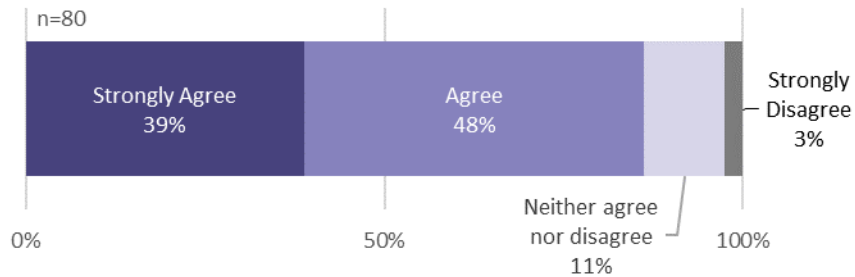
The survey was administered as an online survey with an approximate 6-week administration window; January 24, 2023 to March 3, 2023. Following standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 80 survey responses were received (N=80 instructional staff).

Analysis:

The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received. Comparison to prior survey data was conducted where possible.

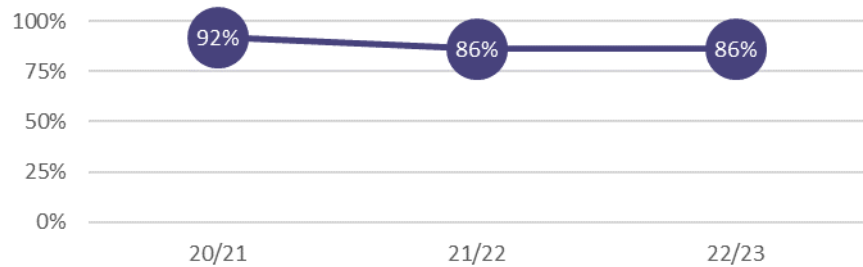
Division of Special Education Services 2022-2023 Instructional Staff Feedback

1. I am aware of the OCDE goals, missions, and priorities.



Comparison to Prior Years

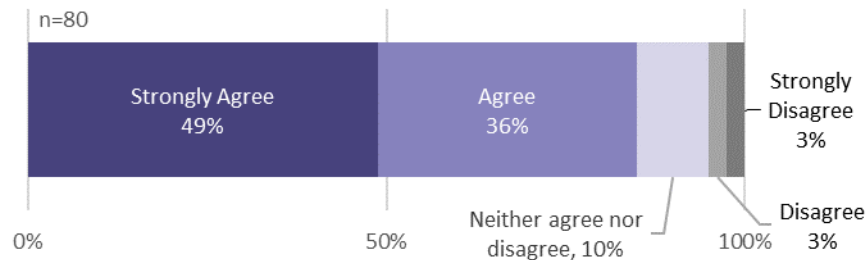
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> I am referring to the mission statement. The new hire, admin from district I feel contradicts herself often and am very unclear of her goals and ridiculed when I ask for clarification. No clear message within the educational philosophy specifically for Deaf/Hard of Hearing population. (AM VERY AWARE OF CONTROVERSIAL ISSUES REGARDING ORAL VS ASL)
Neutral- sentiment Comments	<ul style="list-style-type: none"> I am not sure. I am under the impression we are going to a more inclusive preschool program.

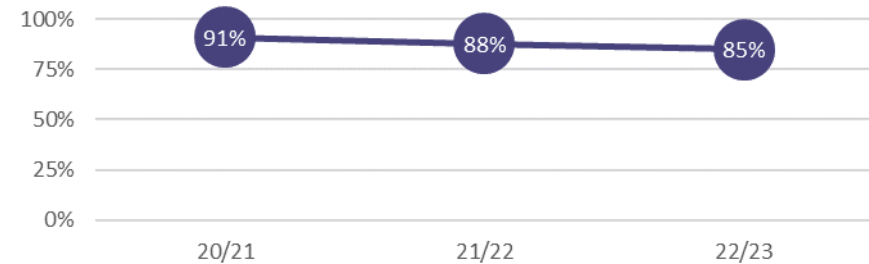
Division of Special Education Services 2022-2023 Instructional Staff Feedback

2. My school supports and values cultural diversity and inclusion.



Comparison to Prior Years

Note. % Strongly Agree + % Agree

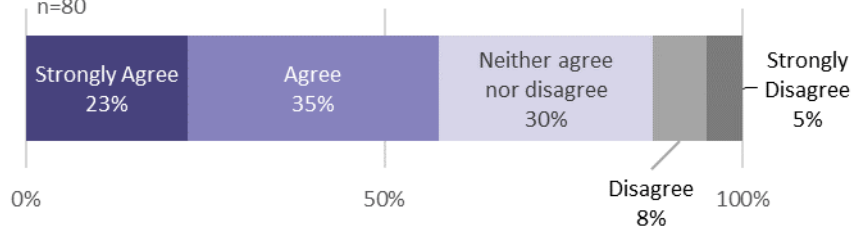


Appreciation/ Positive Comments	<ul style="list-style-type: none"> The teacher teaches in a way that supports different ethnic groups.
Mixed- sentiment Comments	<ul style="list-style-type: none"> For the most part but again we have some new people that are not very open to other ways or ideas. I support both but I am skeptical others do support it based on conversations people have and their actions. OCDE yes. Some colleagues no.
Suggestions/ Needs	<ul style="list-style-type: none"> Non English speaking parents or guardians of students need to be provided more information on services for their students. It's Almost like if they don't ask(which they may not know what or where the info is or who to ask for help) they don't get the support necessary available to them.
Neutral- sentiment Comments	None received

Division of Special Education Services 2022-2023 Instructional Staff Feedback

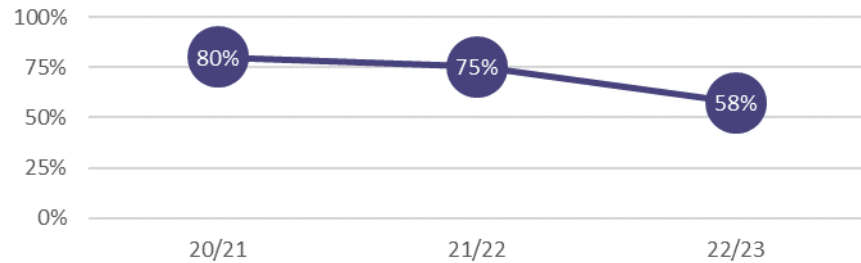
3. When issues or challenges with the students or families arise, SES support staff are available to help me.

n=80



Comparison to Prior Years

Note. % Strongly Agree + % Agree

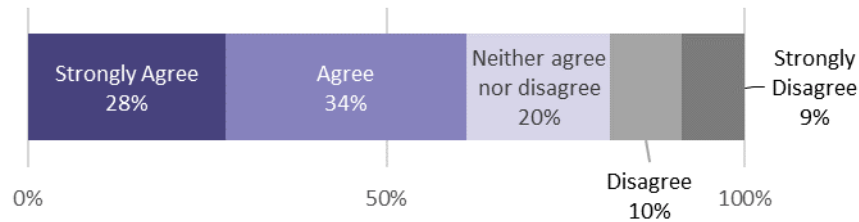


Appreciation/ Positive Comments	<ul style="list-style-type: none"> Amazing support from PSY, SLP, OT, Nurse and principle. Our school psychologist Bill Thompson has been our help here at MVHS
Mixed- sentiment Comments	<ul style="list-style-type: none"> Typically the school psychologist and speech therapist offer strong support. The rest of the SES are seldom seen.
Suggestions/ Needs	<ul style="list-style-type: none"> In the last 4 years or so I believe it's all about the parents and what their needs are for their children. I don't even believe it's about the children anymore. I've been working for the county for 33 years it's always been about the students except for the last four.
Neutral- sentiment Comments	<ul style="list-style-type: none"> I don't know what SES means. SES?

Division of Special Education Services 2022-2023 Instructional Staff Feedback

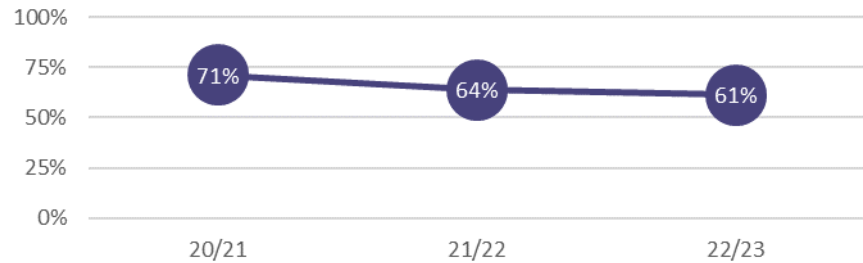
4. My workplace recognizes the importance of mental health and provides resources to staff.

n=80



Comparison to Prior Years

Note. % Strongly Agree + % Agree

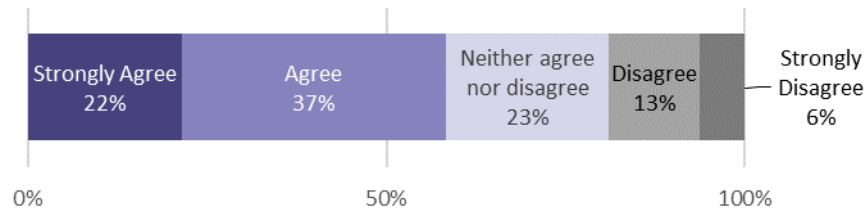


Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	<ul style="list-style-type: none"> Provides resources but doesn't follow through Yes and some people use our Mental Health program to not come to work not what it was designed for
Suggestions/ Needs	<ul style="list-style-type: none"> A lot of staff are stressed out. If we have an issue about a parent that is rude and disrespectful. The higher-ups tell us it's our job and we have to deal with it. It makes us feel like we don't matter and we're there as a stepping mat. It is not something that is readily available for staff. Very recently have been shown how little my admin cares. I was told "not my problem" when voicing my struggles
Neutral- sentiment Comments	None received

Division of Special Education Services 2022-2023 Instructional Staff Feedback

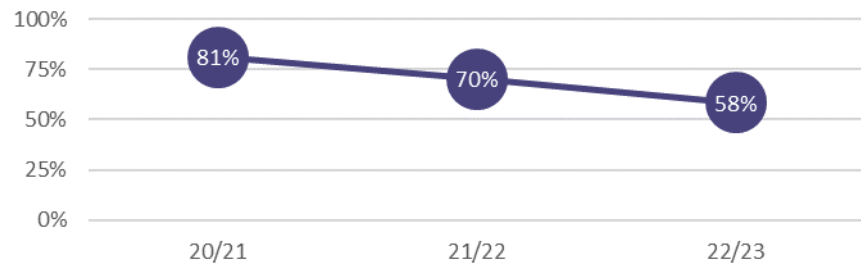
5. I am supported in my professional development and growth as an educator.

n=79



Comparison to Prior Years

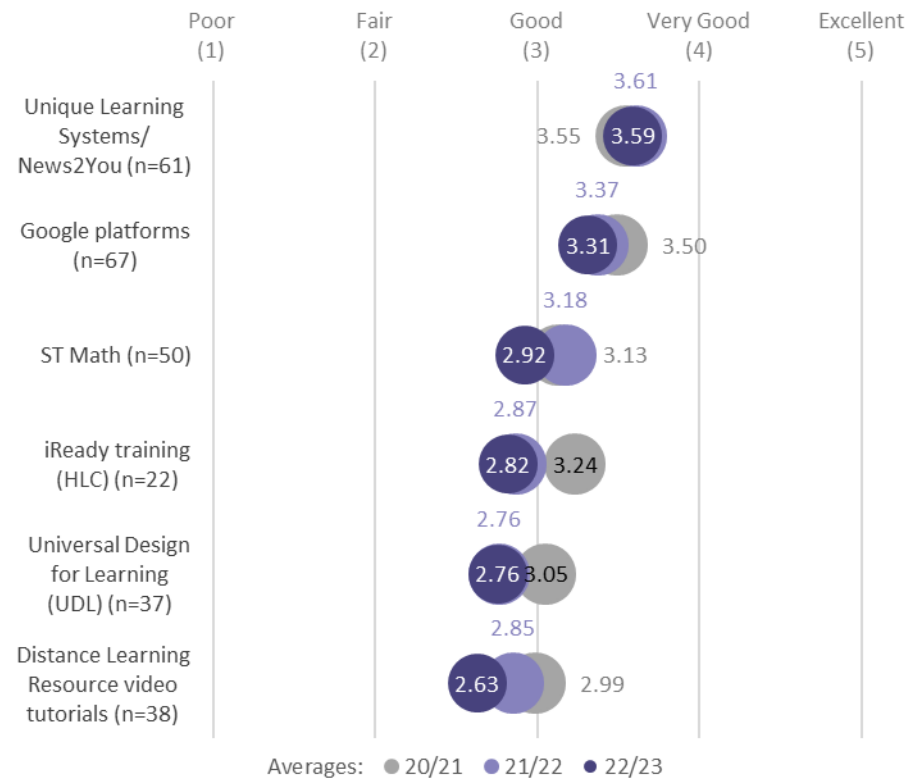
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> My team has been flexible with my school schedule to pursue higher education. The preschool trainings through the Inclusion grant have been good learning opportunities. I really liked the Glad Training and Conscience Discipline ones.
Mixed- sentiment Comments	<ul style="list-style-type: none"> I would say sometimes, but have had much more support and opportunities in other districts. It is something we as teachers have to seek ourselves out. My new administrator has been very open and willing to help me grow professionally, which I am incredibly thankful for!
Suggestions/ Needs	<ul style="list-style-type: none"> I have asked for professional development in the form of trainings and continued education opportunities and have been offered only one training that pertains to professional development in the last 8 years. I would like to be given options of trainings that are offered that the county would pay for. It's all about what the parents want. Our opinion does not matter. SES offers very little support. After two years of dealing with distance learning, no contact with SES, and no guidance. For staff appreciation we received a 6oz bag of cheez its' with a note saying " this may be a little cheez-y, but we appreciate you!!!!" it felt like a degrading insult to us. The professional development for interpreters through OCDE almost never includes the sign language interpreters.
Neutral- sentiment Comments	None received

Division of Special Education Services 2022-2023 Instructional Staff Feedback

6. How would you rate the following professional development opportunities and educational software/resources?



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	<ul style="list-style-type: none"> My classroom at Reilly relies on google platforms, News2you, and YouTube primary. I am happy with these resources. I haven't had the opportunity to use the other options listed.
Suggestions/ Needs	<ul style="list-style-type: none"> During distance education we were offered very little guidance, resources, or support that would have enabled us to successfully run our classrooms. You don't truly understand how important good leaders are until you actually need them.

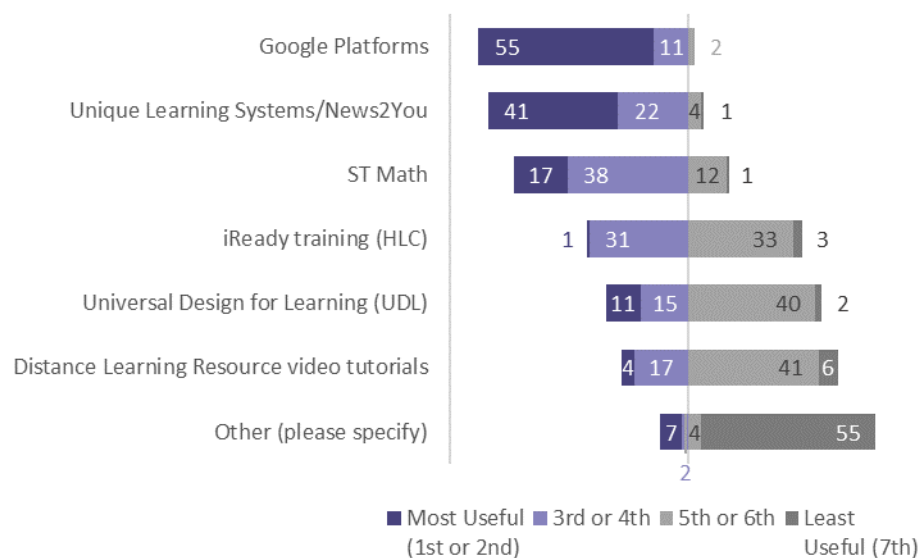
Division of Special Education Services 2022-2023 Instructional Staff Feedback

Appreciation/ Positive Comments	None received
	<ul style="list-style-type: none"> • I use iReady and Google but have not had any training. The others with N/A have not had any training. • news 2 you rarely works and is usually really laggy and buggy. • The resources are far better than any kind of professional development we've ever received. Also, if we do ever receive professional development it is also after a program has been granted to us. By then we have figured some thing out or just don't have time to receive formal training.
Neutral- sentiment Comments	<ul style="list-style-type: none"> • I have not attended this type of training yet. • Not Familiar with the N/A responses. [ST Math, iReady training (HLC), Distance Learning Resource video tutorials, UDL]

Division of Special Education Services 2022-2023 Instructional Staff Feedback

7. Please rank the following education software/resources based on their usefulness to you as an SES educator.

n=68



Write in responses for Other

- AAC training
- BrainPop
- Generation Genius
- IXL
- Kahoot!
- Lexia learning
- Materials purchased through OCDE and personally designed, discovered and/or purchased teaching materials specific to my program's unique needs.
- Nearpod
- Quizlet
- Starfall
- Teachers Pay Teachers

Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	<ul style="list-style-type: none"> • I don't have enough experience using the bottom 3 [iReady training (HLC), Distance Learning Resource video tutorials, Universal Design for Learning (UDL)] resources to have an opinion. The top 3 [Google Platforms, ST Math, Unique Learning Systems/News2You] are the most essential in my opinion. • Only Google Platforms and ST Math apply. • We use Unique Learning Systems and News2You on a regular basis, but with a medically fragile class we don't use the others as much. Personally, I would like more information on distance learning video tutorials.
Suggestions/ Needs	<ul style="list-style-type: none"> • The most intensive training I received in UDL was in college.
Neutral- sentiment Comments	<ul style="list-style-type: none"> • I don't think we are using most of these in preschool • I don't use most of these

Division of Special Education Services
Non-Instructional Staff Feedback

2022-2023

Prepared by
Orange County Department of Education
Evaluation & Data Center

March 2023

Division of Special Education Services 2022-2023 Non-Instructional Staff Feedback

The following is a summary of the data collected from a survey of OCDE Special Education non-instructional staff. This data summary is arranged to provide survey results by survey and by item.

Instrument:

Survey items were developed to capture respondents' perceptions of how well the district is achieving its LCAP goals. This survey is structured so that respondents would retrospectively report on the degree to which they felt each item was met, accomplished, or achieved.

Method:

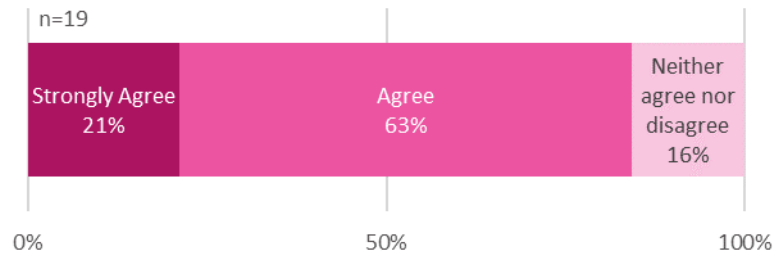
The survey was administered as an online survey with an approximate 6-week administration window; January 24, 2023 to March 3, 2023. Following standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 22 survey responses were received (N=22 non-instructional staff).

Analysis:

The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received. Comparison to prior survey data was conducted where possible.

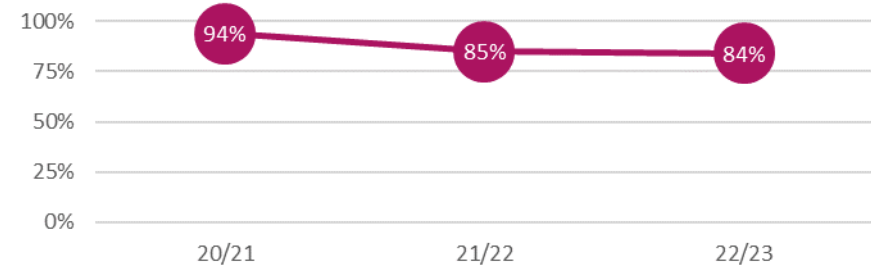
Division of Special Education Services 2022-2023 Non-Instructional Staff Feedback

1. I am aware of the OCDE goals, missions, and priorities.



Comparison to Prior Years

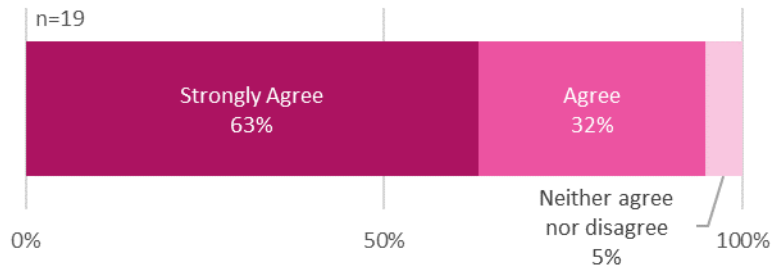
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	None received
Neutral- sentiment Comments	None received

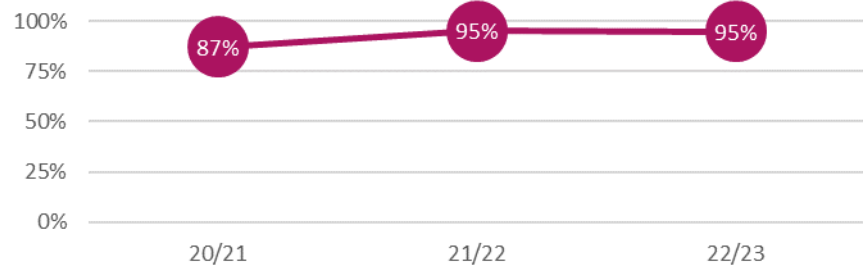
Division of Special Education Services 2022-2023 Non-Instructional Staff Feedback

2. My workplace supports and values cultural diversity and inclusion.



Comparison to Prior Years

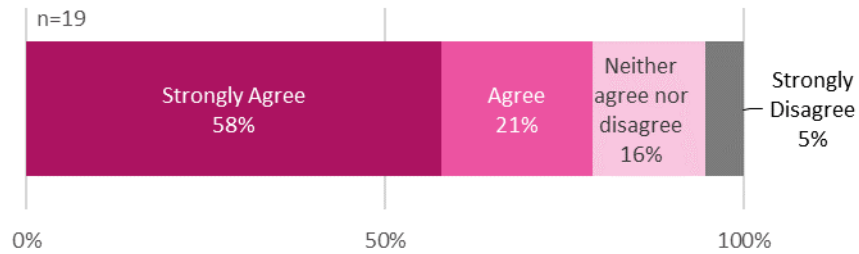
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	None received
Neutral- sentiment Comments	None received

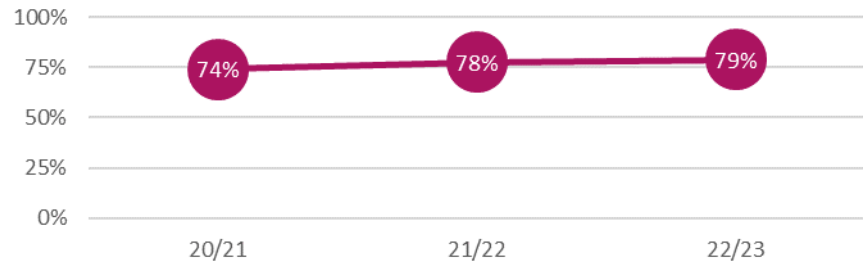
Division of Special Education Services 2022-2023 Non-Instructional Staff Feedback

3. My workplace recognizes the importance of mental health and provides resources to staff.



Comparison to Prior Years

Note. % Strongly Agree + % Agree

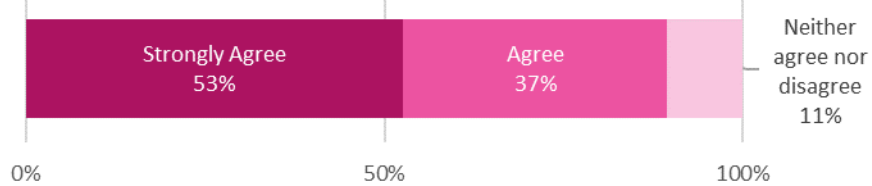


Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	<ul style="list-style-type: none"> Probably, but I don't know what those resources are.
Suggestions/ Needs	None received
Neutral- sentiment Comments	None received

Division of Special Education Services 2022-2023 Non-Instructional Staff Feedback

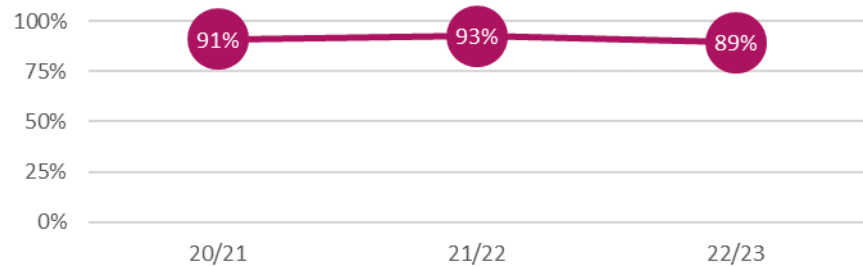
4. I feel like I am a significant contributor to the organization supporting the education of SES students.

n=19



Comparison to Prior Years

Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
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Mixed- sentiment Comments	None received
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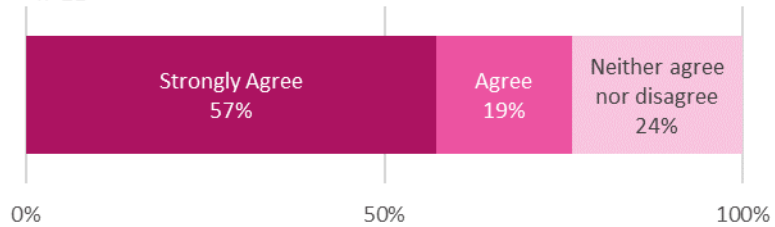
Suggestions/ Needs	None received
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Neutral- sentiment Comments	None received
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Division of Special Education Services 2022-2023 Non-Instructional Staff Feedback

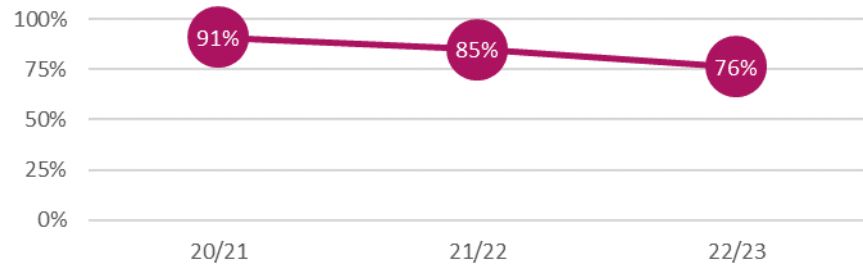
5. I am comfortable speaking to my supervisor if I have questions or concerns at work.

n=21



Comparison to Prior Years

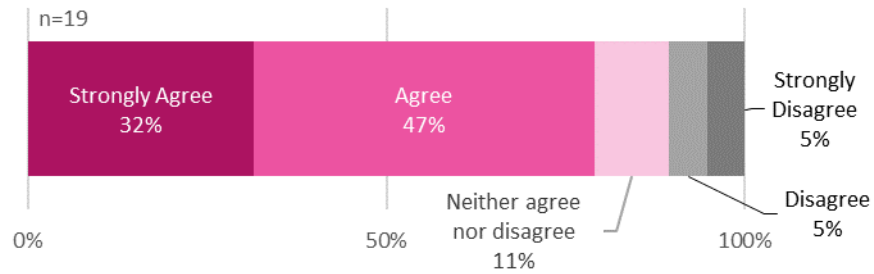
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	None received
Neutral- sentiment Comments	None received

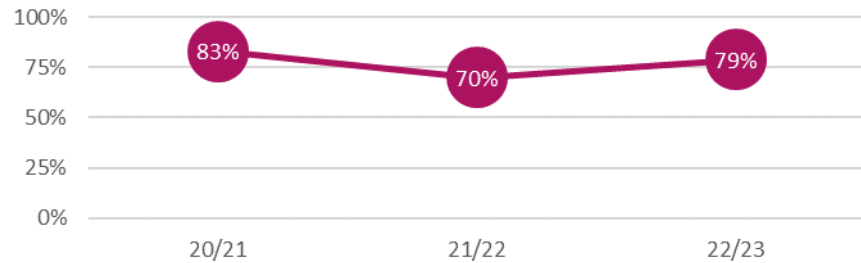
Division of Special Education Services 2022-2023 Non-Instructional Staff Feedback

6. I am receiving support in my professional development.



Comparison to Prior Years

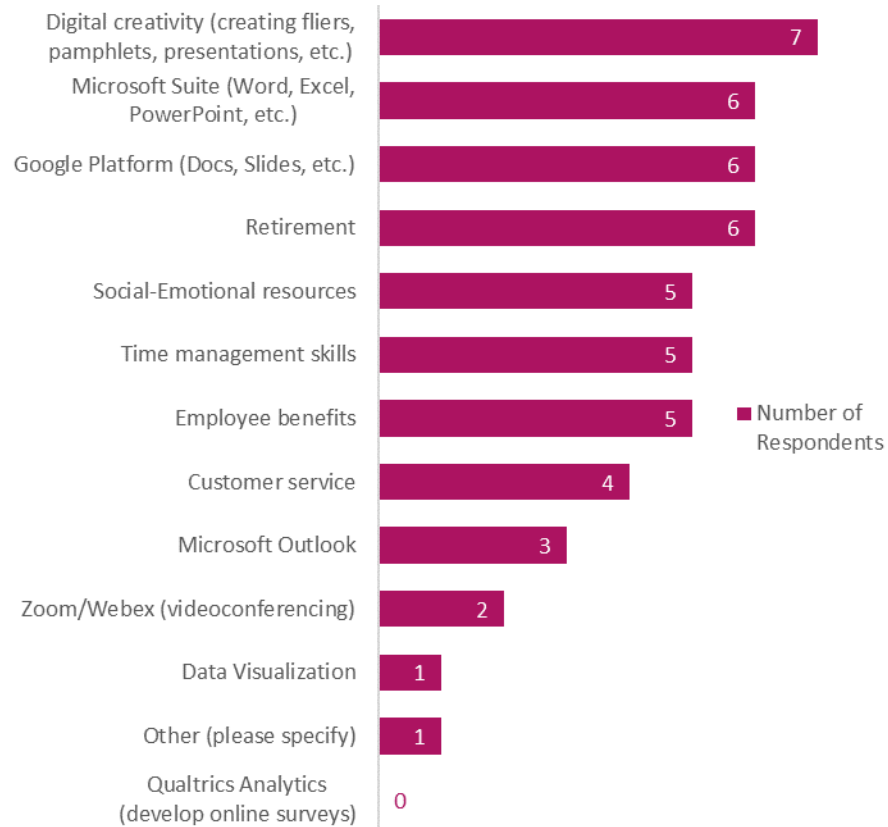
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	None received
Neutral- sentiment Comments	None received

Division of Special Education Services 2022-2023 Non-Instructional Staff Feedback

7. I am interested in receiving more professional development in the following areas: (check all that apply)



Write in responses for Other

- Interpreter Trainings

Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received

Division of Special Education Services 2022-2023 Non-Instructional Staff Feedback

Suggestions/ Needs	None received
Neutral- sentiment Comments	None received