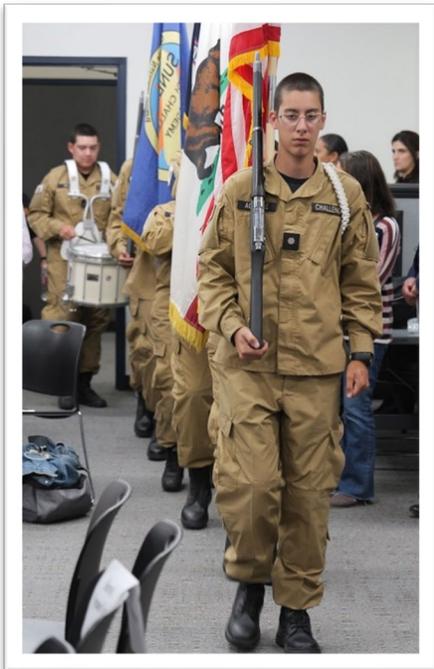


Orange County Department of Education
2024-2027
Local Control and Accountability Plan (LCAP)

LCAP Year 2024-2025
including
2023-2024 LCAP Annual Update



LCFF Budget Overview for Parents

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

CDS Code: 30103063030764

School Year: 2024-25

LEA contact information:

Ramon Miramontes, Ed.D.

Deputy Superintendent

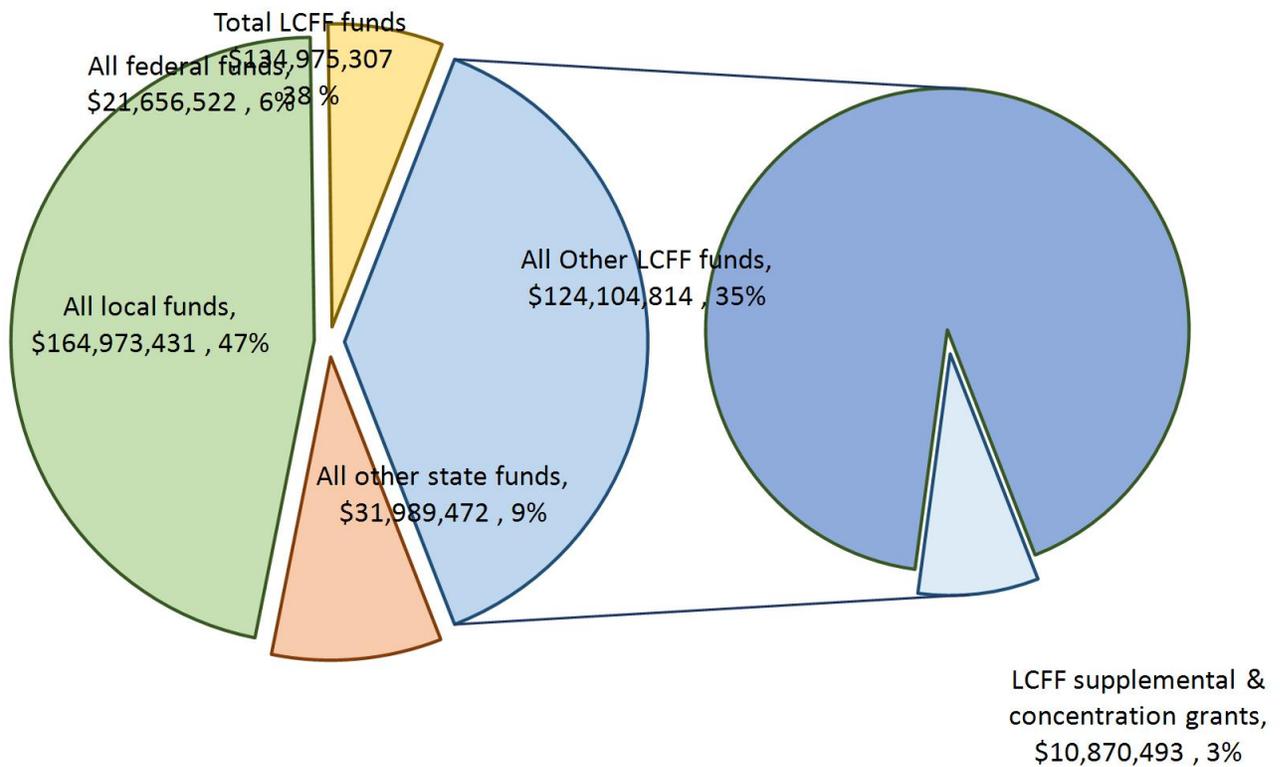
rmiramontes@ocde.us

(714) 966-4010

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 2024-25 School Year

Projected Revenue by Fund Source

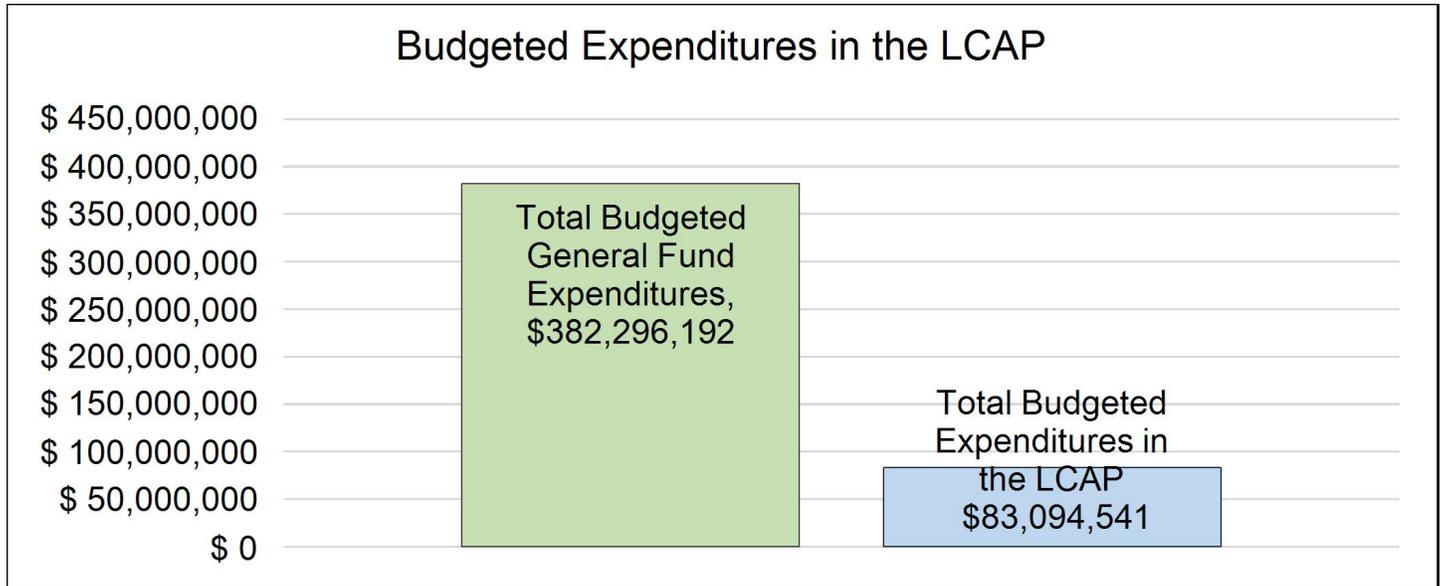


This chart shows the total general purpose revenue Orange County Department of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orange County Department of Education is \$353,594,732, of which \$134,975,307 is Local Control Funding Formula (LCFF), \$31,989,472 is other state funds, \$164,973,431 is local funds, and \$21,656,522 is federal funds. Of the \$134,975,307 in LCFF Funds, \$10,870,493 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 2024-25. 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 \$382,296,192 for the 2024-25 school year. Of that amount, \$83,094,541 is tied to actions/services in the LCAP and \$299,201,651 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The Orange County Department of Education's (OCDE) Local Control and Accountability Plan (LCAP) provides educational partners with a comprehensive description of the services offered to OCDE's students within the LCAP framework, excluding those services supported by the General Fund which are designed to improve student outcomes and provide robust support to districts.

OCDE believes that "Orange County students will lead the nation in college and career readiness and success." To fulfill this vision, OCDE collaborates with educators at all stages of student development, from early childhood through higher education. This collaborative effort also includes partnerships with families, businesses, and community organizations who are united in the belief that leading the nation in college and career readiness is a high goal, but entirely attainable for Orange County students.

As a county office, OCDE is mandated to provide a variety of essential services to the school districts within Orange County, including fiscal oversight and the supervision of Local Control and Accountability Plans for 28 school districts. Outside of the LCAP, OCDE allocates funds to support the functions required by our districts, community colleges, and special agencies, which includes payroll management, retirement reporting, check disbursement, financial system support, legal services, and credentialing services.

OCDE stands out as a leader in helping districts to meet state standards and provides technical assistance for their Local Control and Accountability Plans by offering professional development

opportunities and guidance. We are also responsible for delivering Differentiated Assistance to districts identified as needing additional help under the statewide system of support.

OCDE plays an important role in creating supportive educational environments. By working closely with districts, community colleges, and special agencies, OCDE ensures that fiscal policies and educational practices align with the overarching goal of student success. This holistic approach not only addresses immediate educational needs but also builds a foundation for long-term academic and career achievements.

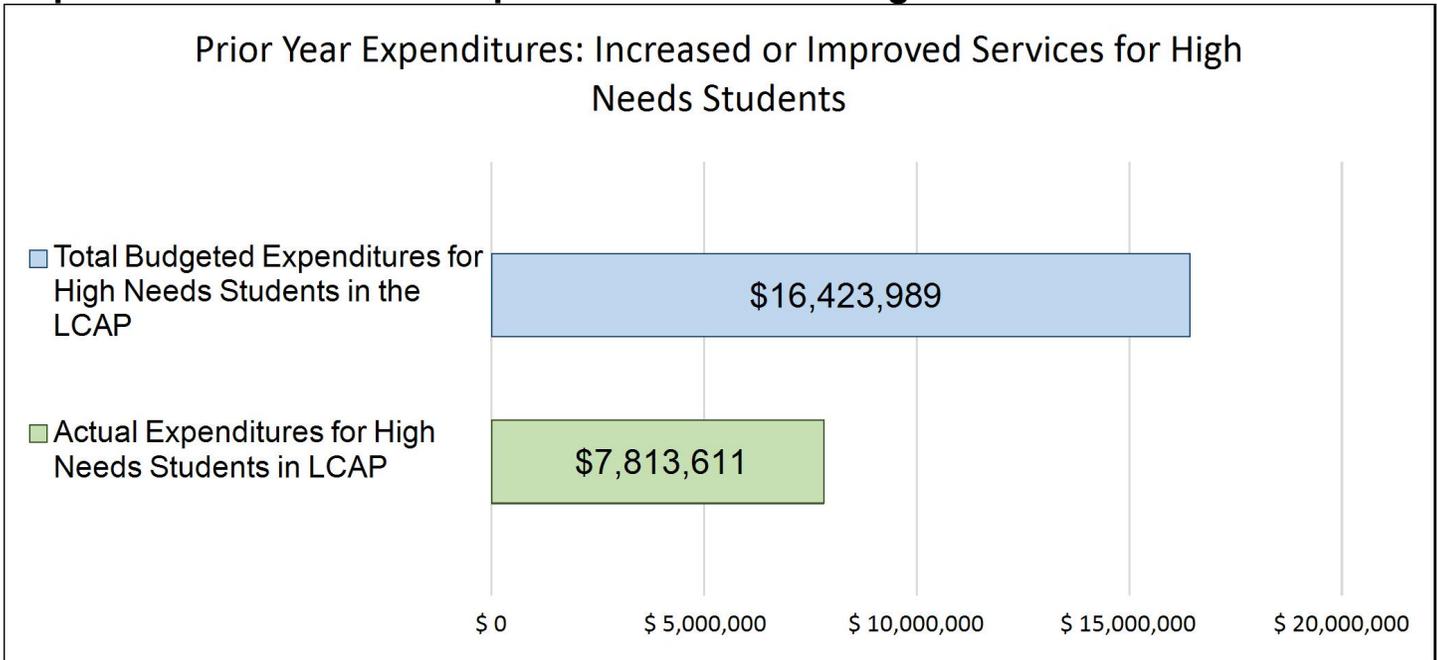
By providing a financial system of support, legal services, and credentialing, OCDE empowers districts to operate efficiently and focus on their primary mission of educating students. Our role in payroll, retirement reporting, and check disbursement ensures that administrative functions run smoothly, allowing districts to concentrate on delivering quality education.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Orange County Department of Education is projecting it will receive \$10,870,493 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 \$23,218,853 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 2023-24



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 2023-24, Orange County Department of Education's LCAP budgeted \$16,423,989 for planned actions to increase or improve services for high needs students. Orange County Department of Education actually spent \$7,813,611 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of (\$8,610,378) 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 staff costs due to hiring challenges and the pivot to a smaller school transportation plan due to the unavailability of approved transportation providers. These differences did not impact the overall increased or improved services for high needs students, as the actions and services were implemented with fidelity.

OCDE remained committed to providing increased or improved services to high needs students despite the inability to expend the total amounts allocated for planned actions and services to these student groups. In the case of hiring challenges, existing OCDE staff were able to appropriately restructure their workdays and assignments to accommodate staffing shortfalls in such a way to avoid gaps in service delivery to the high needs students. OCDE's Human Resources department also recalibrated their recruitment procedures to more effectively seek applicants for unfilled positions to minimize the amount of time a position was vacant. Transportation needs were also supported by the availability of bus passes for high needs students to promote improved school attendance.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

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.

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 supports and values cultural diversity and inclusion, based on LCAP survey results.	Baseline data was not available.	(New metric for 2022-23. Baseline established.) ACCESS County Community school: 84% ACCESS Juvenile Hall school: 57%	ACCESS County Community school: 80% ACCESS Juvenile Hall school: 50%	ACCESS County Community school: 79% ACCESS Juvenile Hall school: 47%: (Source: 2023-2024 LCAP Survey)	ACCESS County Community school: 90% 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:	ACCESS Division: 19% of parents responded to the 2022 LCAP Survey Special Education Division:	ACCESS Division: 32% of parents responded to the 2023 LCAP Survey Special Education Division:	ACCESS Division: 26% CONNECTIONS (formerly Special Education Division): 12%	Increase parent responses: ACCESS Division - 30% Special Education Division - 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SPEC SCH: 20% of parents responded to the 2021 LCAP Survey	SPEC SCH: 14% of parents responded to the 2022 LCAP Survey	SPEC SCH: 16.5% of parents responded to the 2023 LCAP Survey	(Source: 2023-2024 Survey Results/Title I)	
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 Orange County Special Education school: 0 parents (Source: Title III Program office)	ACCESS County Community: 106 parents ACCESS Juvenile Hall: 9 parents OCCS: CHEP and PCHS: 3 parents Orange County Special Education school: 0 parents (Source: Title III Program office)	ACCESS County Community: 204 parents ACCESS Juvenile Hall: 52 parents OCCS: CHEP and PCHS: 14 parents Orange County Special Education school: 0 parents (Source: Title III Program office)	ACCESS County Community: 148 parents ACCESS Juvenile Hall parents: 28 parents OCCS: CHEP and PCHS: 0 parents CONNECTIONS: 0 parents (Source: Multilingual Student Services office/2023-2024)	ACCESS County Community: 150 parents ACCESS Juvenile Hall: 15 parents OCCS: CHEP and PCHS: 8 parents 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: 1.0% (Source: Multilingual Student Services office & DataQuest/2023-2024)	ACCESS County Community: 3.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of parent/guardian events, trainings, 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) (Source: Internal database)	2021-2022 Family Engagement Activities All ACCESS Schools and Programs: 275 Special Schools: 23 (Source: Internal database)	2022-2023 Family Engagement Activities All ACCESS Schools and Programs: 300 Special Schools: 49 (Source: Internal database)	2023-24 Family Engagement Activities, to date ACCESS: 336 CONNECTIONS: 66 (Source: Title I Office and CONNECTIONS/2023-2024)	All ACCESS Schools: Family Engagement Activities: 178 OC Special Education Division: 24 (Source: Internal database)
The attendance rate for the following student groups: English Learners and Homeless	2018-2019 attendance rate: 79.88% English Learners: 75.90% Homeless: 72.82% (Source: 2018-2019 CALPADS 14.2 and 8.1(EOY3))	2020-2021 attendance rate: 79.84% English Learners: 73.19% Homeless: 67.40% (Source: 2020-2021 CALPADS 14.2)	2021-2022 attendance rate: 81.2% English Learners: 75.76% Homeless: 70.42% (Source: 2021-2022 CALPADS 14.2)	2022-2023 attendance rate: 77.76% English Learners: 73.01% Homeless: 63.24% (Source: 2022-2023 CALPADS 14.2)	Overall attendance: 83% English Learners: 79% Homeless: 75%
Chronic Absenteeism rate ACCESS Program and OC Special Education school	ACCESS: Overall: 52.3% English Learners: 56.7% Foster Youth: 35.9% Homeless: 64.8% SED: 50.8%	ACCESS: Overall: 42.1% English Learners: 55.1% Foster Youth: 28.4% Homeless: 63.3% SED: 47.1%	ACCESS: Overall: 44.2% English Learners: 51.9% Foster Youth: 26.8% Homeless: 62.0% SED: 47.0%	ACCESS: Overall: 45.9% English Learners: 52.4% Foster Youth: 45.8% Homeless: 65.2% SED: 48.0%	Decrease Chronic Absenteeism Rate: ACCESS: Overall: 42.3% English Learners: 46.7% Foster Youth: 25.9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
overall rate and in the following subgroups: English Learners, Foster Youth, Homeless Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	SWD: 42.6% OC Special Education:: Overall: 30.3% English Learners: 40.2% Foster Youth: 21.4% Homeless: 0% SED: 27.7% SWD: 30.3% (Source: DataQuest, 2018-2019)	SWD: 33.2% OC Special Education: Overall: 37.5% English Learners: 49.5% Foster Youth: 27.3% Homeless: 0% SED: 45.9% SWD: 37.5% (Source: DataQuest, 2020-2021)	SWD: 40.8% OC Special Education: Overall: 52.6% English Learners: 67.4% Foster Youth: 64.3% Homeless: 0% SED: 54.5% SWD: 52.5% (Source: DataQuest, 2021-2022)	SWD: 39.7% OC Special Education: Overall: 41.9% English Learners: 54.7% Foster Youth: 53.3% Homeless: 0% SED: 39.8% SWD: 41.9% (Source: DataQuest, 2022-2023)	Homeless: 54.8% SED: 40.8% SWD: 32.6% OC Special Education:: Overall: 20.3% English Learners: 30.2% Foster Youth: 11.4% Homeless: 0% SED: 17.7% SWD:20.3%
LEA Suspension Rate	1.6% (Source: DataQuest, 2019-2020)	0.1% (Source: DataQuest, 2020-2021)	0.6% (Source: DataQuest, 2021-2022)	2.0% (Source: DataQuest, 2022-2023)	1% Suspension Rate
LEA California Dashboard Graduation Rate (1 year, 12th grade cohort, per CDE formula for County Office LEA and schools)	All Students in the Graduation Cohort: 76% (Source: 2020 CDE Report/Dashboard)	All Students in the Graduation Cohort: 78.1% (Source: 2021 CDE Report/Dashboard)	All Students: 52.3% Based on the 4-5 Year Cohort- a new calculation for this year, per the ED (Source: 2022 CDE Report/Dashboard) All Students: 83.1% Based on the One- Year 12th Grade Cohort- the prior	All Students: 47.5% Based on the 4-5 Year Cohort (instated in previous year) (Source: 2023 CDE Report/Dashboard) All Students: 72% Based on the One- Year 12th Grade Cohort- the prior	All Students in the Graduation Cohort: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Dashboard calculation for alternative schools (Source: 2022 CDE Dashboard Additional Reports)	Dashboard calculation for alternative schools (Source: 2023 CDE Dashboard Additional Reports)	
LEA Middle School Drop Out Rate	All Students:12% Homeless: 31% SED: 12% Students w/Disabilities: 3% English Learners: 20% (Source: Aeries/SIS Report CALPADS information day 2020-21.)	All Students:11% Homeless: 17% SED: 12% Students w/Disabilities: 0% English Learners: 0% (Source: Aeries/SIS Report CALPADS information day 2021-22.)	All Students:12% Homeless: 1% SED: 5% Students w/Disabilities: 1% English Learners: 0% (Source: Aeries/SIS Report CALPADS information day 2022-23.)	All Students: 10% Homeless: 1% SED: 5% Students w/Disabilities: 0% English Learners: 2% (Source: Aeries/SIS Report, CALPADS information Day 2023-2024	All Students: 10% Homeless: 29% SED: 10% Students w/Disabilities: 1% English Learners: 18%
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: 18% Homeless: 2% SED: 15% Students w/Disabilities: 0% English Learners 6% (Source: Aeries/SIS report, CALPADS information day 2023-2024)	All Students: 17% Homeless: 18% SED: 21% Students w/Disabilities: 9% English Learners: 24%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LEA Expulsion Rate	0% (Source: 2019-2020 DataQuest)	0% (Source: 2020-2021 DataQuest)	0% (Source: 2021-2022 DataQuest)	0% (Source: 2022-2023 DataQuest)	0%

Goal Analysis

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.

A review of the proposed actions outlined for OCDE LCAP Goal 1 reveals that there were no significant differences between the planned initiatives and their subsequent implementation. The objective of Goal 1 is to foster the active engagement of students and families with the educational system by creating supportive, secure, and participatory school environments. The planned activities for the 2023-24 academic year were structured to meet this goal by offering expanded support services, intensifying outreach efforts to families, and broadening opportunities for students to engage in both co-curricular and extracurricular activities.

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

Successes: Over time, we have seen the number of parents accessing their child's educational information online grow as more and more parents are becoming familiar with the platform and reviewing online attendance and assessment data. The increased academic awareness this tool provides families is allowing for greater linkages between home and school, leading to improved attendance as illustrated by the decline in Chronic Absenteeism for all unduplicated student groups in CONNECTIONS (Overall - down 10.7%, EL - down 10%, Foster Youth - down 10%, Homeless - maintained 0%, SED/Low Income - down 14.7%, and Students with Disabilities - down 10.6%), and for Foster Youth in ACCESS (down - 1.1%).

Challenges: Limited availability of internet and/or devices in the home continues to be a challenges for some families, and the information parents are able to access in the portal is limited to assessment data.

Barriers notwithstanding, families are entering the portal at greater rates, and 2023-24 LCAP survey results indicate parents are interested in having more information on their child's academic progress. To assist families, there are plans to establish parent work stations at administrative offices to allow families to access the internet for resources, including the parent portal information. Work is also underway to increase the amount of student data parents are able to view in the portal, including receiving real-time attendance notifications.

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

Successes: The number of meaningful engagement activities provided to families has increased steadily over the last three years, and in the 2023-24 school year, the number of engagement opportunities (336) almost doubled our goal of our three-year target (178). As a result of our families feeling like partners in our school community, our classrooms saw an increase in student attendance.

Challenges: Parent work schedules can sometimes be a barrier to attendance, and transportation continues to be a challenge for families who do not live near the meeting location.

Although scheduling and transportation limitations continue to be a consideration for our families, we have seen an increase in the number of individuals who are able to consistently attend events and encourage their peers to attend with them. We continue to schedule events at various times, online and in person, to meet the needs of our families, and bus passes are available to assist those with limited transportation.

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

Successes: Popular programming like Art4Healing and new mobile STEAM workshops were a draw for students as evidenced by the increased attendance on program delivery days, and additional cocurricular offerings provided students with self-empowerment strategies, speech and debate practice, and self-development techniques.

Challenges: Fluctuations in enrollment numbers can prove challenging for some providers who operate more structure programming, and many of our students have after school work or family commitments that preclude them from being able to stay onsite to participate in the opportunities.

Despite a 3.4% decline in overall school attendance in the 2023-24 school year, teachers report an uptick in attendance on days when cocurricular opportunities are scheduled, which indicates that students do find the activities engaging. Anecdotal feedback received from parents during school meetings also indicates they are supportive of students staying after school or arriving early so they can participate in the activities whenever possible.

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

Successes: DELAC and other events planned for EL parents this year provided a more narrowed focus and offered more specific school program information regarding how to effectively engage with their child's school, understanding their child's academic placement, and the operation school funding.

Challenges: The number of family engagement opportunities for parents of EL students increased substantially in 2023-24 school year; however, parents who already had limited availability sometimes elected to attend non-DELAC parent engagement events closer to home or offered at their child's school, thus reducing the number of parents attending DELAC.

Parents of EL students have responded favorably to the school's efforts to provide more targeted information to them, which is allowing them to better understand their child's ACCESS school, as well as helping them after their child transitions back to the comprehensive district.

Goal 1 - Action 5: Healthy and Positive School Environments

Successes: LCAP survey results reveal that the majority of parents, students, and staff "strongly agree or agree" that their OCDE school supports and values cultural diversity and inclusion, which speaks to OCDE's ongoing commitment to creating healthy and positive school environments.

Challenges: The hiring process for additional wellness staff was delayed due to unforeseen circumstances, which resulted in the need for existing staff to spend less time at sites in order to cover more school areas.

Even with staffing constraints, OCDE school teams were dedicated to maintaining welcoming and inclusive educational environments. We understand that these spaces are not only conducive to learning, but essential for creating a sense of belonging and support in recognition that every student, staff, family member, and partner deserves to feel valued and respected within our school community.

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

Successes: The Family Resource Centers (FRCs) in ACCESS continue to provide families with essential food and supplies to support student nutrition and improved positive outcome with assistance provided to over 150 ACCESS families per week throughout the school year. Families appreciated the opportunity to self-select the items they needed in clean, market-like environments staffed by individuals contracted by OCDE to provide oversight and upkeep of these welcoming spaces.

Challenges: While contracting for additional staff support in the FRCs did provide much need regularly scheduled assistance, the instances when staff were absent continued to pose a challenge in locating bilingual staff who were able to assist in this capacity.

Despite the challenges encountered when FRC staff were absent, these instances were fewer than in previous years, and the FRCs were able to remain open as scheduled for the majority of the school year to provide this much needed support to our ACCESS families.

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

Successes: The tiered model of support services offered by OCDE's school-based mental health staff allowed the team to triage need and provide basic support to some students while others required more intensive interventions. This individualized approach resulted in a decline in the drop out rate of all middle school students (12% to 10%) and middle school students with disabilities celebrated a 0% drop out rate this year. The OCDE high school drop out rate was also heading in the right direction with all high school students down 1% (from 19% to 18%), students who are Low Income/SED down 1% (16% to 15%), and high school students with disabilities also experiencing an impressive 0% drop out rate.

Challenges: The pandemic exacerbated pre-existing mental health issues among students and has led to an increased demand for mental health support services in educational institutions. Schools, including OCDE, have been working to address these challenges by providing additional access to counseling services, promoting mental health awareness, and implementing strategies to support student well-being. However, with demand high for mental health professionals, OCDE is experiencing hiring challenges which has led to higher caseloads for existing OCDE mental health staff.

Specialized professional development and trauma-informed training has provided the existing mental health team with additional techniques, strategies, and resources they can use to support students and mitigate the effects of their larger caseloads. Contracts with outside vendors to provide supplemental emotional care for students has also proven beneficial to creating a network of support for students and families.

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

Successes: OCDE's increase in family engagement opportunities included meetings related to student transitions to allow parents a forum to ask questions, learn more about financial aid, and better understand the post-secondary options available to their child. As parents grew their knowledge base, we saw student engagement increase slightly as evidenced by improved drop out rates, indicating students are becoming invested in their education and learning how to build their futures.

Challenges: The methodology of reporting a 4-5 year cohort graduation rate (47.5% reported) continues to be a challenge for OCDE schools where our student population enters and exits frequently, and we are not able to maintain a numerically significant 4-5 year cohort.

Improvements in the number of students who are staying in school is reflective of the time and attention OCDE staff provides to students to help them envision a productive future for themselves as they transition out of high school. To honor the work of our students and educators, OCDE prefers to focus on the 1-year 12th grade cohort graduation rate as a more accurate measure of success.

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

Successes: The chronic absenteeism rate for students with disabilities was 41.9%, which was a decline of more than 10% from the previous school year. This improved attendance percentage illustrates the effectiveness of the high-quality mental health services provided in our schools to this unique population of students.

Challenges: The need for additional mental health resources remains in high demand in order to meet the growing socioemotional needs of our students with disabilities.

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

Staffing vacancies contributed to the difference between Budgeted Expenditures and Estimated Actual Expenditures. Recruitments are underway to fill the vacancies.

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

The cost of additional parent workshops contributed to the Estimated Actual Expenditures being higher than Budgeted Expenditures.

Goal 1 - Action 5: Healthy and Positive School Environments

A staff vacancy and lower professional development costs contributed to the difference between Budgeted Expenditures and Estimated Actual Expenditures. The need for the additional the staff is being evaluated by OCDE leadership and the school community

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

The cost of essential items was lower than anticipated due to the contributions of generous community partners and contributed to the difference between Budgeted Expenditures and Estimated Actual Expenditures.

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

Covid funds, which do not appear in this LCAP, were used to support the addition of indoor/outdoor wellness spaces, and lower professional development costs contributed to the difference between Budgeted Expenditures and Estimated Actual Expenditures.

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

This action was implemented as planned.

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

Staffing vacancies contributed to the difference between Budgeted Expenditures and Estimated Actual Expenditures. Vacancies are being evaluated to determine the best course of action.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The intent of Goal 1 is to implement actions that will enhance engagement levels among families, students, and educational partners, leading to positive student outcomes. All actions in Goal 1 (1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7, 1-8 and 1-9) were considered to be effective as demonstrated in the metrics. Engaging students becomes especially challenging when they are enrolled for brief periods of time, resulting in high mobility rates in our ACC and AJH schools. To address this need in the 2023-24 school year, we saw a rise in the number of meaningful school engagement events offered to families within OCDE schools (ACCESS up 36 and CONNECTIONS up 17), yet we have not seen a corresponding increase in student attendance, with our overall attendance rate decreasing by 3.4%, which indicates we have more work to do in this essential growth area. The continued attendance focus in CONNECTIONS, however, did result in the the Chronic Absenteeism rate for all students declining significantly Overall (-10.7%), and for students who are English Learners (-12.7%), Foster Youth (-11%), Homeless (0%, no change), SED/Low Income (-14.7%), and Students with Disabilities (-10.6%), illustrating the impact the school community can have when educators and families collaborate to reach a common goal. Similarly, our efforts to offer relevant, interesting, and meaningful activities and educational experiences within safe and inclusive settings have proven effective, as evidenced by a slight decrease in the dropout rates among middle school students (All Students -2% and Students with Disabilities -1%) and high school students (All Students -1%, SED/Low Income -1%, and Students with Disabilities -3%).

While the majority of the metrics in Goal 1 did not showcase the anticipated growth and improvement, it is important to acknowledge that our actions in this goal are still valid and worthwhile and have show a pattern of student improvement in previous years. Meaningful engagement events for families represent an essential aspect of our educational approach, fostering community involvement and support, which are long-term investments in the well-being of our students. While immediate attendance metrics may not reflect the desired outcomes in all instances, the impact of these initiatives often manifests in broader and more nuanced ways, such as enhanced parent-teacher communication, strengthened relationships between the student and the school, and increased parental involvement in students' academic journeys. Educational interventions and initiatives often require time to yield significant results, and fluctuations in the metrics do not necessarily invalidate the efficacy of our efforts. We feel it is imperative to maintain our commitment to these action steps, continually assess their effectiveness through various lenses beyond metrics, and adapt our strategies as necessary to ensure positive outcomes for our students and their families in the long run.

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.

- The Division of Special Education/Special Schools is now referred to as CONNECTIONS in the Metrics and throughout the document.
- Required Metrics now include all students who performed at the lowest level on the California Dashboard to better monitor their progress and ensure equitable supports to increase their engagement.

- For space considerations in the 2024-25 Metrics, we are abbreviating the names of student groups. A legend has been provided in each section.
- To help us monitor family engagement, we have added a new Metric 1.13 to Goal 1 to measure the percentage of parents who have met with their child's ACCESS teacher to discuss academic progress.
- Resources have been added to Goal 1 - Action 1 to increase our efforts to improve overall student attendance and our usage of the Aeries database, which will improve parent access to their child's academic information.
- Costs for school transportation for SED/Low Income students has been added to Goal 1 - Action 6 to continue to support the attendance of students for whom home-school transportation has historically been a challenge.

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.

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 ELPAC (last available scores) (DataQuest/ELPAC Results)	39.6% of our English Learners achieved performance levels of Moderately or Well-Developed (Levels 3 and 4) on the 2021 ELPAC (DataQuest/2021 ELPAC Results)	52.63% of our English Learners achieved performance levels of Moderately or Well-Developed (Levels 3 and 4) on the 2022 ELPAC (DataQuest/2022 ELPAC Results)	35.15% of our English Learners achieved performance levels of Moderately or Well-Developed (Levels 3 and 4) on the 2023 ELPAC (DataQuest/2023 ELPAC Results) New Data Source: OCDE: 18.5% ACC: 20.4% AJH: 4.6% OCCS: Data Not Available CONNECTIONS: 10.3% (Source: 2023 CA Dashboard, English Learner Progress Indicator-ELPI)	By 2023-24, 54% of our English Learners will achieve an ELPAC performance level of Moderately or Well Developed (Levels 3 and 4)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who "Meet/Exceed" or "Nearly Meet" Standard on the ELA SBAC	<p>All: 39%</p> <p>English Learners: 17%</p> <p>Students w/Disabilities: 15%</p> <p>(Source: Data Quest 2019 CAASPP Results)</p>	<p>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</p> <p>OCCS: PCHS All: 93.1% English Learners: * (fewer than 10 students) Students w/Disabilities: * (fewer than 10 students)</p> <p>Orange Co Special Education: All / Students W/Disabilities: 8.16% English Learners: 0%</p> <p>(Source: Data Quest 2021 CAASPP Results)</p>	<p>All: 53.2%</p> <p>English Learners: 23.3%</p> <p>Students w/Disabilities: 21.9%</p> <p>SED: 44.7%</p> <p>Homeless: 56.3%</p> <p>(Source: Data Quest 2022 CAASPP Results)</p>	<p>All: 18.66%</p> <p>English Learners: 1.33%</p> <p>Students w/Disabilities: 10.08%</p> <p>SED: 13.28%</p> <p>Homeless: 19.36%</p> <p>(Source: Data Quest 2023 CAASPP Results)</p>	<p>All: 42%</p> <p>English Learners: 20%</p> <p>Students w/Disabilities: 18%</p> <p>SED: 47%</p> <p>Homeless: 59%</p>
Percentage of students who "Meet/Exceed" or	<p>All: 14%</p> <p>English Learners: 3%</p>	<p>For 2020-21, PCHS and OC Special Education</p>	<p>All: 17.3%</p>	<p>All: 8.25%</p>	<p>All: 17%</p> <p>English Learners: 6%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
"Nearly Meet" Standard on the Math SBAC	<p>SED: 13%</p> <p>Homeless: 14%</p> <p>(Source: Data Quest 2019 CAASPP Results)</p>	<p>administered the Math SBAC. All other OCDE schools administered i-Ready</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>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>English Learners: 1.44%</p> <p>SED: 3.15%</p> <p>Homeless: 6.67%</p> <p>Students w/Disabilities: 5.74%</p> <p>(Source: Data Quest 2023 CAASPP Results)</p>	<p>SED: 16%</p> <p>Homeless: 17%</p> <p>Students w/Disabilities: 20%</p>
Percentage of students scoring "on or above grade level" on the i-Ready Reading assessment	<p>All: 27%</p> <p>English Learners: 26%</p> <p>SED: 17%</p> <p>Foster Youth: 14%</p>	<p>All: 31%</p> <p>English Learners: 9%</p> <p>SED: 28%</p> <p>Foster Youth: 15%</p>	<p>All: 19%</p> <p>English Learners: 3%</p> <p>SED: 13%</p> <p>Foster Youth: 8%</p>	<p>All: 20%</p> <p>EL: 6%</p> <p>LI: 11%</p> <p>FY: Data Not Available</p>	<p>All: 37%</p> <p>English Learners: 36%</p> <p>SED: 27%</p> <p>Foster Youth: 24%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Source: i-Ready database, 2020-21, Reading results	Source: i-Ready database, 2021-22, Reading results	Source: i-Ready database, 2022-23, Reading results	(Source: i-Ready database, 2023-2024 Reading Results)	
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: 14% English Learners: 4% LI: 7% Foster Youth: Data Not Available Source: i-Ready database, 2023-24, 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	3.3% Source: Aeries database, 2023-24, RFEP count	4%
Percentage of students "Prepared or Approaching Prepared" as reflected on the Dashboard College and Career Indicator (2020 CDE Report)	Prepared or Approaching Prepared on the CCI Indicator: 12.7% (2020 CDE Report/Dashboard)	N/A CDE suspended the CCI measure on the 2021 Dashboard	N/A CDE continued the suspension of the CCI measure on the 2022 Dashboard	Prepared or Approaching Prepared on the CCI Indicator: 6.9% (Source: 2023 CDE Report/Dashboard)	Increase percentage Prepared or Approaching Prepared: 22.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 In 2022-22, OCDE administered i-Ready in lieu of the SBAC, per CDE allowance	English Language Arts (ELA): 5.1% Math: 1.8% Participation: 51% (Source 2022-2023 DataQuest/CAASPP Results)	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	1.1% of the 2023 graduates met the A-G requirements. Dashboard - 2023 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	0.1% Dashboard - 2023 Additional Reports	2%
Development of CTE Pathways	0 CTE Pathways developed Source: CTE program office	1 CTE Pathway developed: Building & 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 & Construction • Plant & Soil Source: CTE program	3 CTE Pathways: <ul style="list-style-type: none"> • Building & Construction • Plant & Soil • Business & Finance Source: CTE Program office	1 or more developed CTE Pathways

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			office		
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.	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		(New Metric for 2022-23. Baseline established.) 9% Source: OCDE internal database	10% Source: OCDE internal database	2.6% 2023 CA Dashboard Additional Report	15%

Goal Analysis

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 planned actions in OCDE LCAP Goal 2, no substantive differences between planned actions and actual implementation of these actions were found. With an understanding of the high turnover of our student population in OCDE schools, the actions in this goal were implemented with fidelity and a genuine care and concern for the well-being of students. As an alternative education program, OCDE's schools are fortunate to be able to individualize student supports and direct intervention services based on the instructional priorities for each student, with a focus on the needs of students who are English Learners, Foster Youth, or Low Income/SED, including homeless.

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

Successes: Support from highly trained staff working one-on-one with students or in small learning group with similar instructional needs resulted in increased achievement on i-Ready Math assessments for all students (up 1%), as well as our unduplicated student groups (EL up 1%, Low Income/SED up 2%, and Foster Youth up 9%), and Foster Youth gained ten percentage points on their i-Ready ELA assessments.

Challenges: The recruitment and hiring of highly-qualified staff to serve in these important roles continues to be a challenge with multiple education agencies competing for the same pool of candidates.

New recruitment strategies are being explored to reach more potential candidates, and the schools were able to adjust existing staff schedules in order to provide coverage in more classrooms.

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

Successes: Students at four ACCESS sites were offered the opportunity to participate in the weeklong, future-focused Career Success Week program, and a collaboration between Title I Transition Specialists and staff the Orange County Probation department resulted in a college and career fair for AJH students at Orange County Juvenile Hall with 44 community partners in attendance.

Challenges: The demand for busses for hire continues to be high among school districts, which can make it challenging to schedule college tours if busses are not available when needed.

To mitigate the lack of bus availability, school staff from different sites are working together to plan group college field trips, thus reducing the number of instances a bus is needed.

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

Successes: The increase in the number of CTE labs available at ACC school sites means more students, including foster youth, are able to access these valuable, hands-on learning opportunities.

Challenges: Additional career development opportunities are needed that address the unique needs of foster youth for whom instability and disruptions in their lives has made it difficult for them to engage in meaningful career exploration and goal-setting.

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

Successes: In the 2023-24 school year, approximately 265 foster youth at 16 group homes/STRTPs in Orange County received individualized after school tutoring, and staff from from the OCDE Foster Youth Services program provided customized support for each foster youth in residential care in Orange County to ensure continuity of education.

Challenges: Additional tutors are needed to provide a greater network of support to Orange County group homes/STRTPs, and current staff had to reduce their time at some facilities in order to add more sites to their schedules.

Training on how to effectively manage a multiple site assignment has helped tutors organize their time and resources more effectively in order to continue providing students with high-quality instructional service while maintain the individualized benefits of one-on-one tutoring.

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

Successes: With the specialized support services provided by bilingual instructional staff in OCDE's Multilingual Student Services department, students who are English Learners were able to improve their performance on the i-Ready Math assessment (up 1%), and the reclassification rate for English Learners grew to 3.3%. New procedures established with districts is also providing ACC with more accurate information regarding incoming students who are English Learners, which allows for more targeted language intervention upon enrollment.

Challenges: Robust training will be needed to familiarize teaches with the newly adopted ELD curriculum.

The Multilingual Student Services department diligently tracks the educational progress of students who are English Learners and their teachers so they may provide those teachers with additional support, resources, and guidance as they help students grow in their language acquisition.

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

Successes: Title I Transition Specialists working with youth in care in the AJH institution schools assisted in returning approximately 450 students back to their district of residence; 81 students enrolled in college, and 9 students were able to obtain employment.

Challenges: The updated, extensive clearance process instituted by Orange County Probation has led to hiring delays, which postpones the delivery of academic support services in our AJH schools.

School staff and Probation have established a collaborative, student-focused approach to problem solving, and when hiring delays occur, both entities work together to strategize temporary solutions in order to continue providing essential education services to the youth in care.

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

Successes: In addition to Plant & Soil and Building & Construction, OCDE now offers a third CTE pathway, Business & Finance, to which students are responding favorably.

Challenges: Parents and students are eager for more CTE opportunities, but current space limitations restrict the number and type of pathways we are able to offer.

OCDE is exploring the possibility of securing additional, larger school sites where more and varied CTE pathways can be offered to students.

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: Individual Academic Support to Close Equity Gaps

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

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

Higher transportation costs for college and career field trips, as well as a new service to provide online career explorations to students, contributed to the difference in 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)

This action was implemented as planned.

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

Staffing vacancies contributed to the difference in Budgeted Expenditures and Estimated Actual Expenditures. The need for these positions is being evaluated by OCDE leadership and the school community.

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

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

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

This action was implemented as planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The purpose of Goal 2 is to improve student academic outcomes and empower them to explore their interests and develop positive future pathways with the support and guidance of a team of dedicated staff. All actions in Goal 2 (2-1, 2-2, 2-3, 2-4, 2-5, 2-6, and 2-7) were considered to be effective as demonstrated in the metrics. While we did see a decline in the percentage of students scoring "Meet/Exceed" or Nearly Net" on the ELA and Math SBAC, this test is a point in time measure of student performance in a limited number of grades (3-8 and 11) and not a true indicator of student achievement for a school program with a student mobility rate as high as ours. SBAC data reflects the results for every student who took the ELA and/Math assessments, regardless of how long they have been enrolled with us, including students who have only been in our schools for a few days at date of testing. However, we do not discount the information provided by the SBAC. This data is still valid and helps to support present and future instructional planning and goal setting. Taking these conditions into account, we maintain that all actions in Goal 2 were effective in making progress toward our goal as evidenced by increases in student performance in other areas.

In our opinion, our locally chosen assessment, the i-Ready, provides our schools with a more accurate representation of student levels in ELA and Math. Our ability to pre- and post-assess students on the i-Ready as needed allows us to more genuinely monitor student progress and demonstrates our progress toward reaching our goal of improving student outcomes. The benefits of individualized academic instruction provided for in Goal 2 is evident in the growth we are seeing in student i-Ready ELA and Math results. In i-Ready ELA scores, All Students, English Learners, and students who are SED/Low Income remained consistent while Foster Youth gained 10% in their achievement levels. i-Ready Math scores highlighted even greater academic gains with All Students and English Learners up 1%; students who are SED/Low Income up 2%, and Foster Youth up 9%. Similarly, with the targeted language development support provided to English Learners in Goal 2 - Action 5, students are making strides in their language acquisition leading to 3.3% of students being reclassified from English Learner status to Fluent English Proficient status, up 1.3% from the previous year and the highest reported percentage our school program has seen in recent history.

Efforts to enhance our college and career readiness opportunities have also been successful with the addition of a new CTE pathway (Business & Finance), bringing our total to three pathways in ACCESS. CTE allowed students to explore their career interests in the classroom with hands-on learning, with 2.6% of students successfully completing courses that satisfy the requirements for Career Technical Education sequences that align with State Board of Education-approved CTE standards and frameworks, and field trips to college campuses familiarized students with the resources and opportunities available to them in these new settings.

Although the progress made by students may seem modest, OCDE celebrates these achievements and feels it is crucial to recognize that our efforts toward the actions in Goal 2 remain pivotal and should continue. Even small gains signify forward momentum and affirm the significance of our actions, especially in OCDE's schools with high enrollment fluctuations.

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.

- The Division of Special Education/Special Schools is now referred to as CONNECTIONS in the Metrics and throughout the document.
- Required Metrics now include all students who performed at the lowest level on the California Dashboard to better monitor their progress and ensure equitable supports to increase their academic achievement.
- For space considerations in the 2024-25 Metrics, we are abbreviating the names of student groups. A legend has been provided in each section.
- We changed Metric 2.1 to reflect the California Dashboard's English Language Progress Indicator (ELPI) which measures student progress and growth in English language acquisition over two years rather than using ELPAC test results which are stand-alone, single-year data points.
- In Metric 2.7, we have separated out the percentage of students who are "Prepared" or "Approaching Prepared," to align with the California Dashboard's College and Career Indicator and to support the progress of students who are working toward being "Prepared."
- The estimated costs for Actions 2.5 and 2.6 are higher in the 2024-25 school year due to the addition of instructional staff added to those actions who receive specialized training to support identified students based upon their unique needs and program placement.
- The title of Action 2.6 has been changed to "Academic Instruction and Enrichment for Students who are Adjudicated" to better encompass the full range of instructional supports available to youth in care in Orange County residential facilities.
- With the addition California's newest student group identified for the LCAP, Long-Term English Learners (LTELs), we have added action 2.8 to Goal 2 to address the needs of this student group in their English language acquisition.
- To respond the need for highly-trained staff in today's advanced technical fields, Goal 2 - Action 2.9: Advanced Technical Education to Close Equity Gaps has been created for the 2024-25 school year to provide onsite advanced learning environments to ACC students, which will allow them to be competitive applicants in the job market. This action will be especially beneficial to unduplicated student groups for whom these types of specialized training programs might not be financially feasible or geographically attainable.

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.

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%	Pending Dataquest release Clear: Out of Field: Intern: Ineffective: Incomplete: Unknown: Source: 2023 Dashboard Local Indicator: Priority 1/Basic Services	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% (2024 Dashboard Local Indicator, Priority 1-Basic Services)	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in "Good" Repair Measured by Facility Inspection Tool (FIT), as measured by Priority 1 (Basic Services) on the Local Indicator	100% (per Williams Act) (2021 Dashboard Local Indicator, Priority 1)	100% (per Williams Act) (2022 Dashboard Local Indicator, Priority 1)	100% (per Williams Act) (2023 Dashboard Local Indicator, Priority 1)	100% (per Williams Act) (2024 Dashboard Local Indicator, Priority 1)	100%
Implementation of State Standards, as measured by Priority 2 (Implementation of State Academic Standards) on the Local Indicator	100% (2021 Dashboard Local Indicator, Priority 2)	100% (2022 Dashboard Local Indicator, Priority 2)	100% (2023 Dashboard Local Indicator, Priority 2)	100% (2024 Dashboard Local Indicator, Priority 2)	100%
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	100% (2021 Dashboard Local Indicator, Priority 7)	100% (2022 Dashboard Local Indicator, Priority 7)	100% (2023 Dashboard Local Indicator, Priority 7)	100% (2024 Dashboard Local Indicator, Priority 7)	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
pupils and students with exceptional needs, as measured by Priority 7 (Access to a Broad Course of Study) on the Local Indicator					

Goal Analysis

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, and OCDE now owns two school properties which allows for easier solutions to maintenance issues.

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 Instructure and Subject for adaptive digital learning, Learning Ally for literacy development, and World Book and Newsela for engaging multi-curricular lessons.

Challenges: Substitute teachers remain in high demand in our OCDE school programs.

To mitigate unfilled sub assignments, students temporarily joined another teacher's class (when possible) or OCDE administrative office staff with teaching credentials and/or current substitute permits subbed in the class.

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

Successes: The streamlined referral process to enroll students in ACC more quickly after their expulsion allows the students to continue learning with the shortest possible interruption. Additionally, monthly meetings between ACCESS leadership and school district personnel provide an opportunity for the district to receive a report on how their students are progressing with us and strategize continuous improvements in system practices.

Challenges: ACC must be mindful to hold open space at school sites for potential new enrolments of Special Education students who have been expelled so that Special Education staff are in place and do not need to be transferred in order to appropriately meet the student's needs.

By focusing on district partnerships, OCDE has been able to optimize the enrollment of expelled youth to maximize their learning time, and the strategic assignment of Special Education staff throughout OCDE schools allows service to be properly rendered and goals met for expelled youth with IEPs.

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

Successes: Foster Youth Services Coordinating Program (FYSCP) co-presented with the Orange County Juvenile Court Presiding Judge at the statewide CA Foster Youth Education Summit on April 15, 2024. In addition, the California Department of Education highlighted FYSCP at a statewide meeting as a best practice example for the foster youth education trainings provided to all new Orange County social workers. The Transition Educational Liaisons (TEs) continue to provide education support to foster youth in Orange County. As of May 1, 2024, the TEs have supported students in foster care to earn a total of \$877,305 in financial aid support and foster youth on their caseloads have been accepted at 23 university so far in 2023-24.

Challenges: School transportation continues to be a challenge for Orange County's students in foster care, especially when they reside outside of their school of origin's district boundaries. Without 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: An Educational Liaison continues to be assigned to Orangewood Children and Family Center (OCFC) and is now located on-site at ACCESS school, William Lyon, to better support the educational transitions for students as they enter and exit OCFC and provide ongoing educational case management for students while at OCFC. Additionally, a Program Specialist was designated as the ACCESS Foster Youth Liaison and is co-located at ACCESS schools, William Lyon and Youth Reporting Centers.

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.

In order to support foster youth in OCDE's schools who are experiencing greater needs, there continues to be strong 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, and with the increase of on-site foster youth staff, the team has been providing both direct and indirect services to foster youth, and helping to improve school engagement.

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

Successes: Offering content-specific professional development allowed additional staff to attend trainings and workshops 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, and when substitutes were not available, credentialed administrative office staff stepped in to be the substitute.

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

Lower than anticipated Deferred Maintenance costs for OCDE schools resulted in lower expenditures than budgeted for this action 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

This action was implemented as planned.

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

A restructure in staffing resulted in a vacancy in this action. The need to fill this vacancy is being evaluated by OCDE leadership and the school community.

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

Higher than anticipated staff costs contributed to the Estimated Actual Expenditures being higher than the Budgeted Expenditures.

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

Unanticipated staff development opportunities that arose during the school year contributed to the Estimated Actual Expenditures being higher than the Budgeted Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 3 aims to maintain a robust foundation of learning by ensuring well-maintained schools that foster welcoming and diverse educational environments for students, families, and faculty. All actions in Goal 3 (3-1, 3-2, 3-3, 3-4, 3-5, and 3-6) were considered to be effective as demonstrated in the metrics. Through diligent oversight of ACCESS and CONNECTIONS school locations, OCDE has established thriving school communities with safe environments where all certificated staff are appropriately assigned and supported in their professional development, including workshops, training sessions, professional learning communities, and resource allocation. Therefore, we believe all actions in Goal 3 were effective in achieving our intended purpose.

The ongoing collaboration between OCDE and local school districts in the county continues to improve, facilitating a smoother exchange of student data crucial during the enrollment and transfer processes. This collaboration minimizes or eliminates disruptions in service for expelled students transitioning to OCDE school programs with a particular emphasis placed on the continuity of service for expelled students with IEPs.

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, 2024, OCDE's Foster Youth Services Coordinating Program (FYSCP) has provided 33 foster youth education-related trainings to approximately 1,260 educational partners this 2023-24 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, 2024, FYSCP has provided approximately 11,876 services to 2,043 students in foster care this school year. Since 2022-23, the addition of 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.

- In Metric 3.1, we have adjusted the metric to now measure appropriately credentialed and assigned teachers according to the credentialing standards approved by the State of California for alternative education schools and programs.
- We added Metric 3.6 for the purpose of monitoring services available for foster youth in OCDE school programs applying the same rubric found in Local Indicator Priority 10.
- We added Metric 3.7 directly from the Local Indicator report for the purpose of monitoring staff professional development and its impact on instructional strategies and improved student outcomes.
- The estimated amount budgeted for Action 3.2 is lower in the 2024-25 school year to account for the shifting of staff to other actions in the LCAP to more accurately reflect the schools, programs, and identified student groups they serve.
- The staff costs in Action 3.5 are higher for the 2024-25 school year to reflect the added targeted support being provided to foster youth within OCDE schools.

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.

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 i-Ready Reading assessment			(New metric for 2023-24. Baseline established.) English Learners: 61% Hispanic: 58% Homeless: 51% Socioeconomically Disadvantaged: 77% Source: i-Ready diagnostic data	2023-24 English Learners: 59% Hispanic: 53% Homeless: 51% Socioeconomically Disadvantaged: 54% Source: i-Ready diagnostic data	English Learners: 80% Hispanic: 80% Homeless: 75% Socioeconomically Disadvantaged: 80%
Percentage of students who are assessed using i-Ready Math assessment (Note: i-Ready Math)			(New metric for 2023-24. Baseline established.) English Learners: 57%	2023-24 English Learners: 51% Hispanic: 47%	English Learners: 70% Hispanic: 70% Homeless: 65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessment is assigned to those students who are taking or need to take Math course(s) to complete their graduation requirements)			<p>Hispanic: 53%</p> <p>Homeless: 41%</p> <p>Socioeconomically Disadvantaged: 58%</p> <p>Source: i-Ready diagnostic data</p>	<p>Homeless: 46%</p> <p>Socioeconomically Disadvantaged: 49%</p> <p>Source: i-Ready diagnostic data</p>	<p>Socioeconomically Disadvantaged: 70%</p>
Percentage of K-8 students who are identified as Chronically Absent on the California Dashboard			<p>(New metric for 2023-24. Baseline established.)</p> <p>English Learners: 34.9%</p> <p>Hispanic: 38%</p> <p>Homeless: 52.9%</p> <p>Socioeconomically Disadvantaged: 38.2%</p> <p>Source: California Dashboard</p>	<p>English Learners: 54.2%</p> <p>Hispanic: 47.3%</p> <p>Homeless: 64.5%</p> <p>Socioeconomically Disadvantaged: 34%</p> <p>Source: California Dashboard</p>	<p>English Learners: 30%</p> <p>Hispanic: 30%</p> <p>Homeless: 30%</p> <p>Socioeconomically Disadvantaged: 30%</p>
Percent of identified students participating in a CTE course			<p>(New metric for 2023-24. Baseline established.)</p>	<p>English Learners: 5.58%</p>	<p>English Learners: 10%</p> <p>Hispanic: 10%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<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>Hispanic: 5.45%</p> <p>Homeless: 6.85%</p> <p>Socioeconomically Disadvantaged: 5.3%</p> <p>Source: Aeries Student Information System reports</p>	<p>Homeless: 10%</p> <p>Socioeconomically Disadvantaged: 10%</p>
Graduation Rate (One-Year 12th Grade Cohort/DASS)			<p>(New metric for 2023-24. Baseline established.)</p> <p>English Learners: 87%</p> <p>Hispanic: 80%</p> <p>Homeless: 93%</p> <p>Socioeconomically Disadvantaged: 77%</p> <p>Source: CA Dashboard Additional Reports</p>	<p>English Learners: 73%</p> <p>Hispanic: 71%</p> <p>Homeless: 78%</p> <p>Socioeconomically Disadvantaged: 59%</p> <p>Source: 2023 CA Dashboard Additional Reports</p>	<p>English Learners: 90%</p> <p>Hispanic: 85%</p> <p>Homeless: 95%</p> <p>Socioeconomically Disadvantaged: 85%</p>

Goal Analysis

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 a review of the planned actions in OCDE LCAP Goal 4, no substantive differences between planned actions and actual implementation of these actions were found, apart from the full implementation of a school-home transportation plan for students who are SED. Understanding of the need to provide additional support to students who are English Learners, Hispanic, homeless, and/or SED, OCDE implemented the actions with integrity and a sincere desire to improve the outcomes of these identified student groups.

Goal 4 - Action 1: Interventions and Supports for Students who are English Learners

Success: Support for students taking State and local assessment increased and resulted in an improved participation percentage on the English Language Proficiency Assessments for California (ELPAC) across OCDE schools, which was particularly notable for our students who enroll in ACCESS with a history of irregular school attendance. Information provided by this important assessment of linguistic development allowed teachers to customize instruction to each student's language proficiency levels.

Challenges: Apart from the ELPAC, participation rate on assessments declined for students who are English Learners, which indicates a need for us to better communicate the relevancy of the assessments to our EL students and their families.

OCDE schools are making strides in the application of the data provided by assessments taken by students who are English Learners. Educators are becoming more adept at evaluating student assessment data, which allows them to design targeted interventions to help students reach grade level standards.

Goal 4 - Action 2: Interventions and Supports for Students who are Hispanic

Success: Programs that offer mentorship and guidance to students who are Hispanic were popular and teachers reported higher instances of attendance on days when the program was scheduled to be offered.

Challenges: In the future, OCDE would like to partner with a greater variety of programs that provide specialized, culturally-focused support and mentorship to students who are Hispanic in order to offer this service more widely in our schools.

Students who did participate in these services reported feeling empowered, respected, and honored members of the Hispanic community.

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

Success: Hands-on learning workshops were identified for sites where we have high numbers of students experiencing homelessness in order to offer supplemental activities to support the curriculum and encourage students to become lifelong learners. Similarly, the percentage of homeless students participating in CTE courses climbed 2.5% this school year.

Challenges: For students who are homeless and rely on bus transportation to and from school, arriving before school or staying after school to engage in a hands-on cocurricular activity can be barrier to participation, and scheduling activities during the school day can limit the amount of instructional time available to the teacher.

Despite the transportation obstacle, the students and families often prioritized these opportunities and found alternate transportation which would allow the student to participate in the activities.

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

Success: Students who are SED were supported in their school transportation needs and provided additional essential items in welcoming, family-first environments. The students were also able to participate in CTE classes in greater numbers (up 1%) where hands-on, experiential learning provided them with practical job skills and career exploration opportunities.

Challenges: School transportation continues to be a topic of discussion, as OCDE pivoted from the proposed larger transportation plan to a smaller plan due to concerns over student safety and the limited availability of approved transportation providers.

Providing additional resources to address the essential needs of students who are SED allowed us to create supportive school environments where students were able to thrive academically and personally. When basic needs are met, students are able to focus more effectively on their studies, actively participate with their peers in class, and engage in cocurricular activities, paving the way for greater success in school.

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 - Action 1: Interventions and Supports for Students who are English Learners

The anticipated need for additional staff to assist in the ELPAC assessment process was not necessary, as OCDE was able to provide supplemental training to existing staff so they might contribute to this important work. Incorporating this work into the role of existing staff resulted in much lower hiring cost than planned and contributed to the difference between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 4 - Action 2: Interventions and Supports for Students who are Hispanic

This action was implemented as planned.

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

This action was implemented as planned.

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

Due to concerns for student safety and the lack of availability of approved providers, home-school transportation costs were lower than anticipated and resulted in the difference between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The purpose of developing Goal 4 was to provide an additional level of targeted support to our four student groups identified as low-performing: English Learners, Hispanic, Students Experiencing Homelessness, and Socioeconomically Disadvantaged (SED)/Low-Income, which we were able to accomplish. The various actions within the goal were intended to address the unique needs of each student group in order for the students to grow in their academic development and empower them to set and accomplish goals. A review of attendance data reveals that the Chronic Absenteeism rate for our K-8th grade students fell 4.25% for students who are SED/Low-Income, a particularly vulnerable population that often experiences school transportation challenges resulting in absences. This decline indicates our actions toward providing home-school transportation for students who are SED/Low Income, while limited, were successful. Therefore, we believe Actions 4-1, 4-2, and 4-3 in Goal 4 were effective as demonstrated in the metrics by providing additional support to English Learners, students who are Hispanic, Students Experiencing Homelessness, and students who are Socioeconomically Disadvantaged. We were unable to determine the effectiveness of Action 4, though, due to the lack of full implementation of a home-school transportation plan. We will revisit transportation on a larger scale as a possibility in the 2024-25 school year, as we understand home-school transportation remains an area of need for our identified student groups.

Similarly, the previously mentioned metric of EL student reclassification rate (Goal 2) demonstrates the strength of our action to provide targeted interventions to students who are English Learners taking the ELPAC assessment. With designated and integrated language instruction and individualized tutoring, students learning English were able to demonstrate achievement on the ELPAC, leading to higher than normal reclassification rates in OCDE school programs. In addition, staff committed to ensuring a high participation rate on the ELPAC in order to provide teachers with valuable information regarding their students' progress toward language acquisition.

Also noteworthy is the increase in CTE participation among students in all four identified student groups. Each of the four groups saw improvements in CTE participation with an average of 2.2% more identified students engaging in these valuable experiential learning opportunities. This accomplishment underscores the efficacy of all four of our actions in Goal 4. Our efforts were directed at actively involving the identified students in collaborative learning environments to create a sense of empowerment and confidence as they participate in new educational experiences.

While we had hoped for stronger metrics, we recognize that the intent behind these actions for students remains valuable. Despite not achieving the desired outcomes in all areas, the initiatives we implemented are still beneficial and can make a meaningful difference in the lives of these four student populations over time, especially in the area of CTE where students are provided hands-on, work-ready skills. This acknowledgment allows us to reflect on areas for improvement while also appreciating the positive impact our efforts have had, reaffirming our commitment to continued progress and support for students.

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.

- With the change in the requirement of a specific goal for consistently low-performing student groups, we elected to move metrics and effective actions deemed to other goals within the LCAP. The new 2024-25 LCAP Goal 4 is designated for the Equity Multiplier funds allocated to our ACCES County Community (ACC) school.
- The previous Metric 4.1 (Percentage of students assessed using i-Ready reading assessment) was divided and moved to the new Metric 4.1 (Goal 4 - Equity Multiplier) for students enrolled in ACC and to Metric 5.1 (Goal 5 - Equity Multiplier) for students enrolled in AJH.
- The previous Metric 4.2 (Percentage of student assessed using i-Ready math assessment) was divided and moved to the new Metric 4.2 (Goal 4 - Equity Multiplier) for students enrolled in ACC and to Metric 5.2 (Goal 5 - Equity Multiplier) for students enrolled in AJH.
- The previous Metric 4.3 (Percentage of K-8th grade students identified as Chronically Absent) was moved to Metric 1.7 (Goal 1).
- The previous Metric 4.4 (Percentage of identified students participating in a CTE course) is now reflected within the OCDE Local Indicator Priorities report for Priorities #2 and #7.
- The previous Metric 4.5 (Graduation rate for one-year 12th grade cohort/DASS) was moved to Metric 1.9 (Goal 1) for the LEA, to Metric 4.7 (Goal 4 - Equity Multiplier) for students enrolled in ACC, and to Metric 5.6 (Goal 5 - Equity Multiplier) for students enrolled in AJH.
- The targeted supports to support ELPAC assessment for students who are English Learners that proved to be most effective in the previous Action 4.1 are now embedded in Goal 2 - Action 5: Academic Support for Students who are English Learners.
- The mentorship services provided for in the previous Action 4.2 have been moved to Goal 1 - Action 3: Extended Learning Opportunities to Close Equity Gaps and Goal 1 - Action 5: Healthy and Positive School Environments.
- The opportunities we provided for STEAM activities in the previous Action 4.3 were beneficial and have been moved to Goal 1 - Action 3: Extended Learning Opportunities to Close Equity Gaps so that we may continue offering these valuable experiences to students experiencing homelessness.

- Parents have been overwhelmingly in favor of the home-school transportation services funded in the previous Action 4.4 for students who are SED/Low Income; therefore, this important support will remain in the OCDE LCAP in Goal 1 - Action 6: Essential Items for Students who are SED/Low Income.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and 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 [2024-25]

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 in care, 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 the Special Education Services Division (CONNECTIONS) 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 (CONNECTIONS) and Division of Alternative, Community, and Correctional Education Schools and Services (ACCESS), which includes the ACCESS County Community school (ACC), ACCESS Juvenile Hall school (AJH), and Community Home Education Program/Pacific Coast High School (CHEP/PCHS). Collectively, these OCDE school programs serve approximately 2,700 students daily at 41 locations countywide utilizing a variety of instructional models. Almost 71% of OCDE students are socioeconomically disadvantaged, 10% are homeless, 3% are Foster Youth, more than 30 students are English Learners (EL), and more than 15 students are Long-Term English Learners (LTEL).

In OCDE schools, the "stability rate" plays a vital role in shaping school programs and student services. This rate indicates the percentage of students who remain in the same school for an entire academic year, contrasting with the "non-stability rate," which represents the percentage of students who change schools within the year. For the 2022-23 school year, the California Department of Education's Dataquest database reported a non-stability rate for OCDE of 66.2% at the LEA level, significantly higher than Orange County's average of 7.3% and California's average of 8.9%. Two specific schools within OCDE, ACC and AJH, reported notably high non-stability rates last school year: 70.6% and 92.4%, respectively, therefore qualifying both schools for Equity Multiplier funding. These high rates are largely

attributed to the unique characteristics of alternative education schools. ACC enrolls students based on expulsion, truancy, and other referrals from local school districts, with students returning to their districts when appropriate for their educational journey. On the other hand, students at AJH are involved in incarceration or other court proceedings and fall under the jurisdiction of the Orange County Juvenile Court, Orange County Probation Department, and Orange County Department of Social Services, dictating their enrollments and exits from the school. High non-stability rates also result in fewer average days enrolled. In the 2023-24 school year, ACC students were enrolled for an average of 72 days, while youth in care in AJH were enrolled an average of 16 days, both of which are notably lower than the number of days in a traditional school calendar.

To mitigate the challenges created by high non-stability rates, as well as gaps in students' academic development, 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 and supports from community partners. We value our dedicated faculty, parents, communities, and educational 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 a school, our priorities begin with student engagement. In order to be successful in our mission to lead the nation in college and career readiness, OCDE must create educational environments that engage students from the first day and demonstrate our genuine care and concern for their well-being. In some cases, students are only enrolled in our schools for a very brief period of time, and we must work quickly in order to provide them with skills, resources, and the self-confidence they will need to carry them forward toward their goals. 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 (CONNECTIONS) 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. A review of this year's enrollment data reveals that students in ACC were enrolled an average of 72 days. A full school year in ACC is approximately 245 days, which means students enter and exit the ACC program at much higher rates than in traditional school environments, thus offering ACC teachers a much shorter period of time in which to provide meaningful instruction and emphasizing the need for impactful teaching in limited timeframes.
- 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 youth in care are wards of the court and are often transferred between AJH schools, or may stay in these programs up to the age of 22, if deemed appropriate by the juvenile court. Enrollment data for this school year has shown that AJH students who are not considered "long-term placements" are enrolled for an average for 16.2 days, which means that teachers could potentially have a new classroom of students every month, which underscores the need for flexible and adaptive teaching approaches to meet the unique academic needs of AJH students.
- 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.
- CONNECTIONS 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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Analysis of OCDE's 2023 California Dashboard provided multiple measures to identify areas of success and needed improvement to support student performance- overall and by student group. The Dashboard state-level indicators include Academic Achievement (English-Language Arts and Math), Chronic Absenteeism (K-8th), College and Career Readiness, Suspension Rate, English Learner Progress, and Graduation Rate. Analysis of the 2023 OCDE Dashboard offered important insights and was used in conjunction with local data to develop the 2024 LCAP goals, actions, and progress metrics designed to address identified needs and provide ongoing support for areas of success.

OCDE and each of its schools, ACCESS County Community school (ACC), ACCESS Juvenile Hall school (AJH), OCCS: CHEP/PCHS, and Orange County Special Education (CONNECTIONS), had student groups that performed at the lowest level on one or more Dashboard indicators at the school and/or LEA-level. Specific details of these low-performing LEA, schools, and student groups can be viewed on Appendix F along with the LCAP goals and actions developed to improve outcomes for each student group/measure indicated on the chart. The actions are supported by the allocation of resources, funding, staff, materials, opportunities, and programs to provide the greatest likelihood that all OCDE students will demonstrate improvement on the Dashboard and experience academic and personal growth while enrolled in our schools, regardless of length of enrollment.

The following is a closer look at our Dashboard outcomes for each indicator, local data, and the subsequent actions that will be undertaken to continually improve our schools and programs in providing all students at each OCDE school equitable access to a standards-based, high-quality education in preparation for college, career, and life.

Goal 1: Engagement (Chronic Absenteeism and Graduation Rate)

Chronic Absenteeism is defined as students in transitional kindergarten through eighth grade who are absent from school (excused or unexcused) for 10% or more of their days of enrollment. OCDE, ACC, and OCCS each had student groups performing at the lowest level for this indicator, which is an area of concern because school attendance is foundational for student success. Two actions have been developed to support improved attendance: increased focus on family engagement and enhancement of extended learning opportunities (Goal 1, Actions 2 and 3). Family involvement and engaging learning opportunities are two evidence-based ways to increase student attendance which, in turn, supports student overall achievement.

The Graduation Rate Dashboard indicator, as an accountability measure on the LEA and school-level Dashboards, reflects the percentage of high school students who graduate with a standard diploma within 4 or 5 years from their first day of high school enrollment. OCDE students are enrolled via referral from their district of residence for a variety of reasons, most often truancy and/or credit deficiency. Because of this, OCDE and all its schools had student groups performing at the lowest level on this measure. To mitigate challenges such as truancy and credit deficiency that are common in alternative programs for at-promise youth, OCDE leadership and instructional and support staff are committed to providing an engaging and relevant academic program, designed to support the students in learning key academic content and building skills as they earn the credits needed for graduation. When students come to our schools late in their high school career with few credits, that negatively impacts their ability to graduate within the 4-5 year range this indicator is measuring. However, OCDE schools strive to instill in each student an understanding of education's value for them, both now and in the future. This includes personalized connection with staff who work with students individually to identify their academic strengths and needs, educational and career goals, and in collaboration with the student, determine the best path for them. This commitment includes partnering with families to ensure they recognize their critical role in supporting their child's academic success and preparation for the future, which includes earning a high school diploma.

To support alternative schools (known as DASS schools), the California Department of Education provides an annual report reflecting each alternative school's graduation rate using the past DASS methodology: the one-year graduation rate for all enrolled 12th graders in the current school year, regardless of how many years they may have attended high school. While this report does not impact accountability measures, it is an important internal indicator of school progress in meeting the needs of our students as students endeavor to earn a high school diploma. In 2022-23, all schools' graduation rates increased on the DASS graduation report, including ACC which went from 44% to an impressive 77%. Additionally, the average graduation rate for OCDE increased from 47.2% (using the traditional school calculation) to 78.2% when the alternative school formula was applied.

LCAP actions related to improving the graduation rate for OCDE students include increasing communication with all educational partners, continuing the focus on family engagement, offering extended learning opportunities, and providing support services for successful transition upon graduation. (Goal 1, Actions 1, 2, 3, and 8). Additionally, targeted resources, strategies, and interventions are in place to close equity gaps to support academic achievement toward graduation for all students (Goal 2, Actions 1 and 5).

Goal 2: Pupil Outcomes (ELA, Math, ELPI, CCI)

Academic Achievement: ELA and Math indicators measure how well students meet grade-level standards, as reflected on Smarter Balanced Summative and California Alternate assessment results, administered to students in grades three through eight and eleven. OCDE, OCCS, and CONNECTIONS all had student groups at the lowest performance level in ELA, and OCDE and OCCS had students in the lowest performance group in Math. Analysis of these indicators for OCDE students reflected improvement for the English Learner and Homeless student groups in ELA, and improvement for our English Learners, Homeless, and White students in Math. However, low-income, Hispanic, and students with disabilities experienced a decline in one or both of these subject areas. It is important to note that the California Dashboard Academic Indicator performance level represents the overall proficiency level of "long-term" students (those continuously enrolled since the first week of October), and the application of a participation penalty for falling below 95% participation rate for all students. Our staff is dedicated to assessing all students who are eligible to take these tests, but due to instability rates and inconsistent attendance, most notably for ACCESS County Community School, the Dashboard outcomes for ELA and Math become more of a participation measure than an academic achievement measure. To provide greater clarity regarding our student academic status, our state testing, academic metrics in Goal 2 reflect the CAASPP outcome for all students who tested with us, regardless of their enrollment date. This provides important data regarding student levels overall and in each area that is assessed within the tests

In addition to the state testing scores, our local assessment, i-Ready, reflected that over 70% of students tested require Tier 3 interventions in both ELA and Math content areas. This data indicates a need to provide even greater intensive interventions and academic support, as addressed in LCAP actions focusing on family engagement (Goal 1, Action 2) and providing individualized academic support (Goal 2, Action 1).

The English Learner Progress Indicator (ELPI) measure maintained its progress level from the 2022 Dashboard results, with 18.5% of our EL students demonstrating progress toward English language proficiency, as measured by two years of ELPAC scores. EL students across OCDE and at ACC and AJH were at the lowest performance level on the Dashboard.

The newly adopted ELD curriculum and its associated professional development will be instrumental in supporting EL students in their acquisition of English skills in reading, writing, speaking, and listening. Additionally, the following LCAP actions address this area by focusing on family engagement (Goal 1, Action 2), and providing increased targeted academic support for English Learners (Goal 2, Action 5).

The College and Career Readiness Indicator (CCI) measures how many students graduated from high school prepared for college or a career. It uses many different measures, such as completion of coursework, exam results, and work experience in its determination. In addition to a-g coursework and state testing results, OCDE schools provide Career Technical Education (CTE) courses and pathways as an option for students, where they apply the academic knowledge and skills they are acquiring while experiencing and considering career options for their future.

OCDE and all four schools had many student groups performing at the lowest level for the CCI measure. This indicates a need to continue exploring options that best fit an alternative educational setting with a student stability rate of only 34% during the 2022-23 school year. LCAP Actions to support this area include college and career exploration opportunities for students (Goal 1, Actions 2 and 3) as well as increased engagement of families in ways to support their children in becoming future-ready and achieving their life goals upon high school graduation (Goal 1, Action 8; Goal 2, Actions 2, 3, and 7).

Goal 3: Conditions of Learning (Suspension Rate)

Suspension Rate: ACC experienced an increase in Suspension Rate (up 2% overall), with both English Learners and Students with Disabilities performing at the lowest level, at 4.9% and 4.7%, respectively. Instructional and support staff continue to demonstrate a commitment in this critical area for these vulnerable student groups in learning how to become personally reflective, gain insights into feelings and behaviors that lead to suspension, understand the value of restoring relationships that were impacted by any poor choices they made, and assist them gain the knowledge and practical skills to help them handle their actions and emotions appropriately in the future. LCAP actions developed to address this area address increased family engagement, establishing a healthy and positive climate at each school site, offering school-based mental health services, and providing specialized support services for successful transitions, particularly for our English Learners and Students with Disabilities who have unique needs that require targeted supports to prepare them success in and beyond their school years. (Goal 1, Actions 2, 5, 7, 9).

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Reflections Technical Assistance

OCDE's identification for differentiated assistance stemmed from specific student groups performing at the lowest levels in at least two Priority Areas (Method 1, Education Code Section 52072). The priority areas for which OCDE was identified were:

Priority 4: Academic Achievement (ELA and Math),

Priority 5: Engagement (Chronic Absenteeism and Graduation Rates), and

Priority 8: Student Outcomes (College and Career Indicator) on the 2023 LEA Dashboard.

The student groups identified within two or more of these priority areas were:

English Learners, Hispanic, and Low-Income students - identified for Priorities 4, 5, and 8.

Foster Youth, Homeless, Students with Disabilities, and White student groups - identified for Priorities 5 and 8.

To address these challenges, OCDE receives differentiated assistance through the Tri-County Consortium, a cooperative effort facilitated by CDE, involving OCDE, Riverside County Office of Education, and San Bernardino County Superintendent of Schools. This Consortium has a longstanding history of collaboration and fosters robust relationships and a deep understanding of working with students in alternative education settings while recognizing opportunities for improvement.

CDE offers invaluable coaching support, actively engaging in planning sessions and meetings. The commendations from CDE representatives highlight the effectiveness of the COE consortium's collaborative efforts in navigating challenges and seizing opportunities for growth, including those presented by the pandemic. The partnership with other COEs facilitates the exchange of best practices and resources tailored to alternative education programs.

In the summer of 2023, leadership teams from each county office convened with CDE to review previous outcomes and outline goals for the 2023-24 academic year. A strategic plan was devised to reassess, revamp, and restructure existing processes and strategies, with a primary focus on addressing the needs of English Learners. This approach not only targets immediate support for a specific student group but also lays the groundwork for establishing sustainable systems benefiting all students in the future.

By taking this approach, we acknowledge the interconnectedness of student success and recognize that strategies effective for English Learners often have positive outcomes for a variety of diverse learners. Therefore, by strengthening resources, teacher training, and support systems for English Learners, the plan indirectly enhances the educational experience and outcomes for all students, creating a more inclusive and supportive learning environment conducive to academic growth and achievement.

Leveraging the resources and support from the Riverside County Office of Education and San Bernardino County Superintendent of Schools facilitated the implementation of culturally responsive practices, language acquisition programs, and support services designed to promote academic success and equitable opportunities for EL students and other underserved student groups.

Collaborating with county offices fostered a collective approach to addressing educational challenges in our unique school program while promoting coordinated alignment of efforts across schools. This holistic approach led to more coherent and sustainable initiatives that address the multifaceted needs of students.

The following LCAP actions support the implementation of differentiated (technical) assistance related to LCFF Priority areas 4 (Student Achievement), 5 (Engagement), and 8 (Student Outcomes) and student groups within each, for which OCDE was identified:

English Learners, Hispanic, and Low-Income students - identified for Priorities 4, 5, and 8.

Foster Youth, Homeless, Students with Disabilities, and White student groups - identified for Priorities 5 and 8.

*Goal 1, Action 5: Healthy and Positive School Environments (Priority 5)

*Goal 1, Action 9: Mental Health Services for Students with Disabilities (Priority 5)

*Goal 2, Action 4: Individualized Academic Support for Students Who are Foster Youth, In Group Homes/Short-Term, Residential Therapeutic Programs (STRTP)- (Priorities 4 and 8)

*Goal 2, Action 7: Career Technical Education- Opportunities for All Students Including Students with Disabilities (Priority 8)

*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. (Priority 4)

These LCAP actions were developed specifically to address the requirements for technical assistance and the needs of our students, relating to both the identified priority area and the student groups. The work of differentiated assistance through our tri-county collaborative, under the guidance of CDE, provides needed support in the implementation of these actions to improve student and priority outcomes.

Regular meetings among representatives from the three COEs allow for collaboration, sharing of best practices, and, identification of innovative solutions to address the unique challenges encountered by alternative education students. CDE and CCEE's endorsement of the progress made underscores the lead role it continues to play in advancing this joint effort and its support of the plan that has been implemented and is moving forward.

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.

In the fall of 2021, the Department of Education mandated California to adopt a uniform graduation rate calculation for all schools, irrespective of their classification as alternative or traditional. Consequently, our alternative schools now adhere to a Four-Five-Year Cohort

methodology, tracking students who graduate within 4 or 5 years from their enrollment in 9th grade. Beginning with the 2022 California Dashboard, this revised Graduation Rate Dashboard calculation was introduced. As a result of this mandated change, three OCDE-operated schools (ACCESS County Community, ACCESS Juvenile Hall, and CONNECTIONS) became eligible for Comprehensive Support and Improvement (CSI) due to a 3-year Graduation Rate average falling below the required 68%.

Given that many OCDE students are referred to our schools due to credit deficiencies and truancy, a significant portion finds themselves in year 3 or 4 of high school enrollment without enough credits to graduate by year 4, sometimes even extending beyond year 5. Despite this challenge, OCDE remains steadfast in developing comprehensive support and improvement plans at the school level and implementing evidence-based methodologies and protocols to address the specific needs of our students as they progress toward graduation and prepare for college and career success.

Another pivotal change in the new graduation rate calculation which contributed to our CSI eligibility, is the exclusion of Certificates of Completion, GED, HiSET, and CHSPE from our graduation rates. This alteration adversely affected our Graduation Rate on school- and LEA-level Dashboards, notably impacting CONNECTIONS, which caters to students with moderate to severe disabilities. Our Chief of OCDE's Division of Special Education Services has actively advocated at the state and county levels for alternative graduation measures tailored for this unique student population. We anticipate the introduction of such an option in the future.

In response to CSI eligibility requirements, certificated and classified staff from each school convened to conduct a comprehensive needs assessment. This process commenced with an overview of each school's current graduation rate, followed by an examination of the criteria for their CSI identification. Building upon this shared understanding, teams delved into a wealth of data, including demographic trends, attendance, suspension, behavioral reports, local indicator performance measures, i-Ready assessment data, enrollment trends, survey results, and the prior year's School Plan for Student Achievement. Through careful analysis, the school teams scrutinized student group outcomes to identify and address potential areas of inequity, which both groups confirmed did not exist. The formula for calculating the Dashboard Graduation Rate had the same negative impact for all student groups.

With a focus on elevating the graduation rate for all students, teams identified areas of success and improvement by pinpointing obstacles and opportunities. Employing a root cause analysis process, staff identified key drivers hindering timely graduation and devised strategies to overcome these barriers wherever possible. Subsequently, the teams aligned trends and priorities with the three overarching areas of the LCFF: Engagement, Pupil Outcomes, and Conditions of Learning. This culminated in identifying root causes, prioritizing challenges, categorizing needs under the LCFF framework, and formulating specific outcome-focused goals and measurable activities. Upon completing the needs assessment, school administrators collaborated with district staff to allocate funding for each activity and develop a plan for the School Site Council (SSC), including member elections and meeting schedules. The administrators presented the School Plan for Student Achievement to the SSC, adhering to CDE-required protocols to formalize the plan's implementation and coordinate ongoing monitoring and evaluation with OCDE.

Three evidence-based interventions will be implemented, focusing on supporting all students, enhancing data accessibility for families, and providing professional development for staff:

1. Fund professional development opportunities, training, and coaching to establish a positive school climate and engage parents in supporting academic growth through MTSS certification.

2. Expand the accessibility of student data through the Aeries Parent Portal, facilitating collaboration between families and the school.
3. Provide ongoing training and expand data availability for district and school-level leaders to inform instruction and monitor student progress toward graduation and college and career readiness.

Monitoring and Evaluating Effectiveness

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

OCDE maintains ongoing collaborative efforts with school leadership and educational partners to assess and track progress aligned with our Graduation Rates. This involves participation in school-level needs assessments, identification of appropriate evidence-based resources and methodology including Attendance Works training, collaboration with agencies that assist in the creation of online curriculum and instruction to decrease identified inequities in access to needed coursework, development of a comprehensive system for monitoring attendance, local assessment (i-Ready) outcomes, and increased family involvement data to support progress monitoring and their input as educational partners. Leveraging internal reporting tools such as summary data from our Aeries student information system, a robust data management platform, and detailed records from all parent and family meetings, ensures equitable family engagement and consequently enhances achievement for all students.

Administrators receive data for review and dissemination to appropriate educational partners, including school-level staff and their School Site Councils. Collaboratively, school staff and Educational Services staff at OCDE are spearheading the development of an internal Dashboard to facilitate progress monitoring through accessible report summaries, particularly those reflecting the California LEA- and School-level Dashboards. Real-time access to this data throughout the academic year would inform strategic planning, foster transparency, and bolster student achievement, thereby improving our graduation rates and facilitating student transitions to college and career pathways.

To establish realistic expectations and sustain a focus on continuous improvement, OCDE gathers pertinent data on graduation rates from previous years and additional factors relevant to the CSI plan, encompassing attendance records, academic performance, and intervention efficacy. A baseline assessment of the current graduation rate and factors contributing to its fluctuations, such as absenteeism and credit deficiencies, serves as a foundation against which progress is measured. Regular monitoring systems, comprising weekly, monthly, and quarterly data reviews, assesses the plan's efficacy in achieving its intended outcomes. Data analysis identifies trends, patterns, and potential challenges, guiding necessary adjustments and interventions to optimize plan effectiveness. Throughout this process, the engagement of teachers, administrators, students, parents, and other pertinent partners ensures a holistic evaluation, leveraging diverse perspectives to refine strategies and address emerging needs.

Acknowledgment and celebrating successes achieved through the CSI plan are integral to sustaining momentum and fostering community support. Regular progress reports shared with the school community and relevant educational partners create transparency, garner support, and reinforce our collaborative efforts toward sustained improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
All Educational Partners	<p>As a recipient of the California Community Schools Partnership Program (CCSPP) Planning and Implementation grants, the LEA is committed to developing shared leadership opportunities and co-governance structures to enable families, school staff, and community partners to contribute their knowledge and expertise to a shared vision that will guide the school’s continuous improvement process and inform the LCAP.</p> <p>To assure that underrepresented families have a strong voice in the LCAP process, especially in the development of goals and actions related to the use of Equity Multiplier funds, the LEA has enhanced outreach efforts to engage students, parents, and caregivers. Following the best practices outlined in Harvard researcher Karen Mapp’s Dual Capacity Building Framework, the LEA has worked together with families to create more opportunities for students, parents, caregivers, and school staff to build trusting relationships and welcoming environments where culture and language are valued, shared, and celebrated throughout the school community.</p> <p>Throughout the 2023-24 school year, teams of parents and school staff participated in state and local conferences, regional collaborative meetings, and a variety of workshops to learn techniques and strategies that are effective for building trusting relationships across diverse cultural, linguistic, and economic backgrounds.</p>

Educational Partner(s)	Process for Engagement
OCDE Students	<p>To lift our youth voice, Listening Circles were held at nine ACCESS sites during February and March, about one-third of all school sites receiving Equity Multiplier funds. Facilitated by supportive school staff, students were able to share their insights in a comfortable, non-threatening space. These informal discussions captured the authentic experiences of our students, yielding valuable “street data” that greatly informed the LCAP process this year.</p> <p>For the first time this year, students participated in All Hands on Deck, the LEA’s Family and Community Engagement Committee. During these quarterly meetings, held August 16, 2023; October 25, 2023; January 30, 2024; and April 16, 2024 students had the opportunity to engage in dialog alongside families, school staff, and community partners to co-create a vision for ACCESS and Connections as a Community School.</p> <p>At Sunburst Youth Challenge Academy, elected Student Council members participated in weekly school decision-making and contributed their ideas for school improvement while learning how civic engagement shapes policy at the local, state, and national level.</p> <p>ACCESS and Connections students also participated in an online survey during the months of January and February 2024 to collect their input regarding the quality of education, supports needed, and school climate. Teachers encouraged participation by emphasizing the importance of youth voice and providing examples of how students have influenced school policy.</p>
Parents and Caregivers of OCDE Students	<p>Engaging underrepresented families in school decision-making requires understanding of cultures, languages, needs, and interests in the communities we serve.</p> <p>To encourage participation in District English Learner Advisory Committee (DELAC)/EL Parent Advisory Committee meetings, bilingual school staff personally contacted families to invite them to participate in the monthly meetings. These meetings serve as a forum for parents to share feedback on the needs of students, input on</p>

Educational Partner(s)	Process for Engagement
	<p>school policies, and the development of LCAP goals, especially related to the use of Equity Multiplier funds. In-person meetings were held on July 13, 2023; August 17, 2023; September 14, 2023; October 19, 2023; November 16, 2023; December 14, 2023; January 11, 2024; February 15, 2024, March 14, 2024; April 18, 2024; May 16, 2024; and June 6, 2024.</p> <p>General LCAP Parent Advisory Committee meetings were held in person on November 14, 2023; and virtually on January 23, 2024 and April 9, 2024 to provide options for families to participate. Bilingual staff personally contacted families to encourage participation, and information was sent to families via email and text messages. Interpretation was provided for accessibility for families to share concerns, needs, and input with school staff.</p> <p>School Site Council meetings were held virtually on January 19, 2024; January 31, 2024; March 29, 2024, and May 31, 2024. 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 (SPSA) and to provide input on LCAP goals and actions, especially regarding the use of Equity Multiplier funds.</p> <p>Families were personally invited via phone call to participate in All Hands on Deck, the LEA’s Family and Community Engagement Committee and shared decision-making group. At in-person meetings on August 16, 2023; October 25, 2023; January 30, 2024, and April 16, 2024, participants gathered to co-create a vision for ACCESS and Connections as a Community School, learn about the programs, services, and partnerships available to support student learning, and provide input and ideas to shape the goals and actions of the LCAP.</p> <p>Bilingual school staff also reached out to families to invite their participation in Title I Annual Meetings. Held in-person in conjunction with Open House events at community school sites on October 10, 2023; November 4, 2023; March 9, 2024; March 20, 2024; and March 27, 2024, these meetings provided a forum for families to share input and ideas to shape the school program.</p>

Educational Partner(s)	Process for Engagement
	<p>To provide an accessible forum for families of students enrolled in ACCESS Juvenile Hall (AJH) school to contribute to the LCAP, virtual Parent Information Meetings were held on September 20, 2023; October 18, 2023; February 1, 2024; March 6, 2024; April 11, 2024; May 15, 2024; and June 19, 2024. Input was recorded and shared with the LCAP team.</p> <p>To further engage all families, especially underrepresented families, bilingual school staff reached out to families via telephone in January and February 2024 to conduct an LCAP survey to gather input and inform the new goals and actions of the 2024-25 LCAP. The survey was also available electronically and a link was sent to families via email and text message upon request.</p>
Orange County Department of Education (OCDE)	<p>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.</p> <p>OCDE Executive Cabinet provided ongoing feedback and leadership regarding the mission and vision for OCDE schools throughout the preparation of this LCAP document.</p> <p>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.</p> <p>Members of the Committee met at least monthly, sometimes weekly, 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.</p>

Educational Partner(s)	Process for Engagement
	<p>The 2024-25 OCDE LCAP document will be posted online following approval by the California Department of Education.</p>
<p>Division of Alternative Education - ACCESS (Teachers, Principals, Administrators, and School Personnel)</p>	<p>To increase participation among ACCESS school staff in the LCAP process this year, three virtual town hall-style meetings were held on March 14, April 4, and May 20, 2024 to provide the opportunity for staff supporting our schools receiving Equity Multiplier funds to contribute input on the topics of chronic absenteeism, student literacy, and mathematics instruction.</p> <p>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.</p> <p>The goals and actions in the 2024-25 LCAP were discussed at monthly ACCESS Leadership Team meetings and semi-monthly ACCESS Extended Leadership Team Meetings throughout the school year. These meetings were attended by school Administrators and Program Specialists, ACCESS Directors, and management staff from Human Resources, Title I, Title III, and Attendance and Records.</p> <p>Electronic surveys were sent to instructional and non-instructional staff and school administrators in January and February 2024 for input regarding school climate, implementation of professional development, and support and resources needed to promote positive student outcomes.</p>
<p>Division of Special Education Services - CONNECTIONS (Teachers, Principals, Administrators, and School Staff)</p>	<p>To increase participation among Connections staff in the LCAP process this year, three virtual town hall-style meetings were held on March 25, April 10, and May 22, 2024 to provide the opportunity for school staff to contribute input on the topics of chronic absenteeism, student literacy, and mathematics instruction.</p> <p>An LCAP survey was provided to all CONNECTIONS staff in January and February 2024 to gather feedback on the school program.</p>

Educational Partner(s)	Process for Engagement
	<p>Teachers and ancillary staff received updates and provided input on implementation of LCAP goals at staff meetings.</p> <p>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.</p>
<p>Foster Youth Services Coordinating Program (FYSCP)</p>	<p>Orange County LEA Foster Youth Liaisons and McKinney-Vento Liaisons met on September 8, 2023, February 2, 2024, and May 3, 2024 throughout the school year. During the 2023-24 meetings, FYSCP provided foster youth education updates and resources, and liaisons shared best practices for supporting the educational needs of foster youth, and about how these practices were added in their LCAPs. In addition, the LEA held a Joint Networking Meeting for all Orange County districts where they were able to learn and connect with various OCDE support programs, including Foster Youth, McKinney-Vento, Child Welfare and Attendance, Community Schools, Family and Community Partnership Network, and many others. Due to the positive feedback from the LEAs, OCDE will be holding another Joint Networking Meeting in 2024-25.</p> <p>In 2023-24, 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. Input and feedback from the EAC continue to drive the FYSCP goals and actions in LCAP and in their program plan reported to California Department of Education.</p> <p>Staff from the OCDE Foster Youth Services Coordinating Program participate in the OCDE LCAP Committee to assist in developing LCAP actions to meet the needs of foster youth in OCDE schools and countywide.</p>

Educational Partner(s)	Process for Engagement
Bargaining Units	<p>Meetings were held with the Classified Association (CSEA) on February 7, 2024 and the Certificated Association (OCSEA) on February 27, 2024 to discuss the feedback shared by their members on the LCAP surveys, generate ideas for the use of Equity Multiplier funds for students enrolled ACC and AJH schools, and gather additional input on areas of focus that will contribute to positive student outcomes.</p>
Community Partners	<p>Representatives from over 40 community partners, including public agencies, community groups, and local businesses were invited to participate in All Hands on Deck, the LEA’s Family and Community Engagement Committee and shared-decision-making group. During in-person meetings on August 16, 2023; October 25, 2023; January 30, 2024; and April 16, 2024, school administrators provided an overview of the LCAP process, goals, and actions, and highlighted LCAP-funded initiatives. Participants also engaged in dialog on how the school can work effectively with all educational partners to support student learning. During the October 25 meeting, community partners participated in a “Learning Walk” to talk with ACCESS students working in the school’s Career Technical Education (CTE) labs as well as tour a school garden and see how CONNECTINS students learn and apply hands-on skills in the Plants & Soils Pathway.</p> <p>An LCAP survey was provided electronically in February and March so that community partners could provide input on the school program. In addition, a separate LCAP survey was provided to Probation staff to invite feedback specific to the institutional school programs.</p>
Public Commentary	<p>In advance of the Orange County Board of Education meeting on June 5, 2024, written comments were submitted regarding the 2024-25 OCDE LCAP and related school programs.</p> <p>"My son just started at this new site and is excited because he didn't think he was going to graduate, but with the help, he is going to reach his goal." (OCDE parent)</p>

Educational Partner(s)	Process for Engagement
	<p>"I am so grateful for the staff because my daughter has made amazing progress. She loves her class and is thriving at this site." (OCDE parent)</p> <p>"... the OCDE/ACCESS LCAP makes a rigorous effort to support the needs of special populations, and the actions funded by the LCAP are important to creating environments where students can experience success and build strong futures for themselves. (OCDE partner)</p> <p>"[The school staff] are welcoming and answer my questions. I drop him off early and there is someone there to receive him and make him feel welcome." (OCDE parent)</p> <p>"I feel like an active team member with the educators who work with my child. They are supportive and committed." (OCDE parent)</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Overall input from educational partners supports a focus on engaging students through inquiry-based, future-ready curriculum, building capacity for all partners to work together to support learning, and enhancing school climate to promote equity and inclusion. The actions in the 2024-25 LCAP were developed in consultation with all educational partners to address the needs of our unduplicated students while supporting the academic achievement and social-emotional 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 forms the foundation for home-school partnerships, and 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.

In Listening Circles, on LCAP surveys, and in Parent Advisory Committees, students, parents, and caregivers continue to express the need for more frequent, timely, and accessible information regarding academic progress, grades, credits, and attendance. This year, OCDE completed the roll-out of a Parent Portal to address these needs (Goal 1 - Action 1), and began providing training for parents, students, and school staff. A student information systems consultant will assist OCDE with maximizing the available features of the system to leverage its full potential. Students and families also requested that the school expand the use of texting and apps to communicate information about school events and meetings. In response, OCDE will launch an application that will support two-way texting with instant translation in

families' home languages. (Goal 1 - Action 1). OCDE will also increase the use of an electronic flyer board to reach more families with information about parent meetings, community events and resources, and engagement activities at the school. When fully implemented, these communications tools will empower families with information they need to support their children's achievement.

Input shared in DELAC meetings and data from LCAP surveys continue to point to a need for more Spanish language support for families. To assure equity and access for all families, OCDE will recruit full-time Interpreters to provide language support for families in both the ACCESS as well as CONNECTIONS programs. In addition, OCDE will increase the use of services through the 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, the opportunity to attend 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 workshops to provide strategies for supporting mental health and coping with stress, strengthening communication, setting educational goals, fostering motivation, and encouraging pro-social behaviors. (Goal 1 - Action 2). These workshops build on each family's strengths and assets, and provide a safe space where parents and guardians can support one another and build community. In 2024-25, OCDE will increase the amount of funding to support these workshops, continue to offer them in both English and Spanish, and virtually as well as in-person. OCDE will contract with providers to offer curriculum to support the needs of families of students from all grade levels. These workshops 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). OCDE will also 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).

Safe 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. To further enhance school climate, OCDE will add a new Wellness and Safety position 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 engagement and improved attendance and academic outcomes.

ACCESS students who are experiencing homelessness 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 will expand the support provided by its two Family Resource Centers located at the Skyview and San Juan Capistrano sites. These FRCs serve as hubs for the distribution of basic supplies, provided by the school or through donations from community partners (Goal 1 - Action 6). Through a partnership with Second Harvest Food Bank OC, a Permanent School Pantry operates at each of the Resource Centers, supplying fresh produce, grocery items, and infant supplies, and is open to families from all ACCESS sites. These two FRCs combined serve an average of 150 families per week, a 15 percent increase over the previous year. Due to this increased need, additional LCFF funding has been designated in this LCAP to provide emergency supplies at every ACCESS school site. Additionally, safe and reliable transportation will continue to be provided by supplying bus passes to students

(Goal 1 - Action 6). 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.

In conversations with school staff, meetings with community partners, and in support workshops, families share that the long-term effects of the pandemic continue to impact mental health even after material needs have been. For students, the disruption of school routines over the past several years has caused many to experience feelings of isolation, loneliness, anxiety, and depression. These unmet mental health needs continue to be a barrier to school attendance, resulting in lost learning opportunities. The impact of chronic absenteeism is especially great for students with disabilities or who are economically disadvantaged, Emerging Bilinguals, Foster Youth, or students experiencing homelessness because it overlays existing challenges. To increase the school's capacity to meet the mental health needs of families and students, OCDE will continue to expand the school-based mental health services team with increased staffing (Goal 1 - Action 7). 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 continue to utilize 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 clinical staff (Goal 1 - Action 9).

GOAL 2 - PUPIL OUTCOMES

Teachers, parents, and caregivers continue to identify the need for one-on-one academic support to address learning loss resulting from the residual effects of the pandemic, especially for our unduplicated student groups. To increase this support, OCDE will recruit additional staff to provide tutoring for students who are significantly behind grade level in English Language Arts and Mathematics (Goal 2 – Action 1). The staff will participate in on-going professional development and receive individual coaching to build their knowledge of effective instructional skills and methods. Increased transition support will also be provided to meet the needs of Foster Youth residing in Short-Term Residential Treatment Programs (STRTPs) and adjudicated youth (Goal 2 - Actions 4 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.

All educational partners recognize the importance of co-curricular activities to increase student engagement and support pro-social development. In Listening Circles, students expressed strong interest in more opportunities to engage in sports and recreation activities, visual and performing arts programs, and leadership development groups. In response to this feedback from students and families, 2024-25, OCDE will offer extended learning opportunities to all students in a variety of areas, such as visual and performing arts, STEAM, e-sports and recreation, college and career readiness, financial literacy, and mentoring for personal and leadership development. A variety of college/career readiness field trips and other activities will supplement this programming. (Goal 2 - Action 2). Based on participant feedback and attendance data, OCDE anticipates that these activities will increase attendance, engagement, and student achievement.

The EL Parent Advisory Committee continues to voice the need to increase support for Emerging Bilingual students, as well as Long Term English Learners (LTELs). To enhance instruction for these students, OCDE staff who will provide targeted support for these groups, and will also fund the costs of curriculum, supplemental materials, educational technology, reading books, and literacy software (Goal 2 - Action 5 and 8). Families will also be supported with access to literacy materials and linkage to community resources. When Emerging Bilingual and LTEL students have the one-on-one, individualized 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 in meetings and on surveys, OCDE's Career Technical Education (CTE) program will be expanded during the 2024-25 school year. Funds in the LCAP will continue to support existing CTE staff in ACCESS, as well as a CTE Project Liaison for CONNECTIONS 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, as indicated in surveys and in advisory groups. With the opening of two new school buildings last year, OCDE realized a long-term plan to create hubs for the Alternative Education Division (ACCESS), allowing the school to concentrate support services in centralized locations to more effectively serve students. The new buildings include features such as CTE Labs, a Wellness Space, a Family Resource Center and Permanent School Pantry, and a fully-equipped commercial kitchen. 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). Funds in the LCAP 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 CONNECTIONS 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 i-Ready 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 support Child Welfare and Attendance (CWA) staff (Goal 3 - Action 3). Through ongoing communication with partnering school districts, the CWA staff 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 staff 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 CONNECTIONS 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 educational technology. LCFF funds will also support attendance at conferences focused on best practices for supporting students who are Emerging Bilinguals, Socioeconomically Disadvantaged, Foster Youth, and experiencing homelessness (Goal 3 - Action 6).

GOAL 4 – EQUITY MULTIPLIER INITIATIVES FOR ACCESS COUNTY COMMUNITY SCHOOL (ACC)

The combination of high mobility rates and percentage of socioeconomically disadvantaged students in ACC schools creates significant barriers for student achievement. When students transfer schools frequently, learning continuity is disrupted, and students may fall behind their peers. To address equity gaps for these students, OCDE consulted with educational partners representative of these groups throughout the year to gain insight on what supports and services would have the greatest impact on student success.

In Listening Circles, students express the need for engaging learning opportunities that prepare them for future college and career success. Similarly, parents and caregivers want students to learn the technical skills needed to enter the modern workforce, sharing this feedback in meetings and on surveys. In response, OCDE will enhance instruction by creating more student-centered, inquiry-driven learning environments. These future ready classrooms will engage students with hands-on, project-based learning opportunities to allow students to explore their interests, build on their strengths, and learn advanced technical skills. Through projects such as podcasts and digital media art, students will engage with their peers in cooperative learning experiences that will allow them to express their creativity while learning advanced technical skills. Moreover, students will explore issues in the community that are meaningful to them, thereby developing their voice as citizens in our democracy (Goal 4 - Action 1). Artificial Intelligence (AI) applications will also be utilized to support instruction, and teachers will participate in professional development to learn effective ways to integrate AI technologies into instruction.

To support improved system practices and enhance student learning, effective and efficient system practices will strengthen and promote equity by ensuring that resources and supports are consistently allocated and implemented with fidelity across school sites. To ensure adequate instructional staffing in ACC schools, OCDE will employ new methods to recruit additional substitute instructional staff to address needs expressed by teachers and administrators. OCDE will also provide advanced professional development to ensure that substitute staff are knowledgeable about culturally relevant and linguistically responsive teaching. Additionally, school-to-home communication documents will be updated to ensure clear and consistent information is shared with families, enhancing their engagement and support for student learning (Goal 4 - Action 2).

Teachers, administrators, and parents consistently value community partnerships in feedback on surveys and in advisory groups. Community partnerships support equity through enrichment programs, community-based learning opportunities, vocational training, internships, mentoring, and wraparound services for students. To provide additional expanded learning opportunities to ACC students, OCDE will enhance collaboration with community partners through new programs and activities (Goal 4 - Action 3). By strengthening the ties between

the school and the broader community, OCDE will promote mutual understanding, cooperation, and collective responsibility for the well-being and success of its ACC students, in alignment with the vision of the California Community Schools Partnership Program.

Students and families share that individualized academic assistance greatly enhances learning, yet students are not always able to access these supports due to limited availability of staff. In response, OCDE will increase instructional staffing throughout ACC, providing more equitable support for students (Goal 4 - Action 4). Expanding the instructional team will allow ACC to provide more a more personalized program of instruction for each student, building on strengths and interests while addressing individual academic needs, allowing students to reach their academic and career goals.

GOAL 5 - EQUITY MULTIPLIER INITIATIVES FOR ACCESS JUVENILE HALL SCHOOL (AJH)

Youth in care enrolled in AJH face complex personal and societal challenges that hinder their educational attainment and overall wellbeing. Many AJH students have a history of Adverse Childhood Experiences (ACEs) that can profoundly affect their cognitive development and emotional well-being. Additionally, when students transfer frequently between schools, learning continuity is disrupted, and students often fall behind their peers. To address equity gaps for AJH students, OCDE consulted with educational partners representative of these groups throughout the year to gain insight on what supports and services would have the greatest impact on student success.

In AJH Listening Circles, students express the need for engaging learning opportunities that also prepare them for success outside the institution. Similarly, parents and caregivers want students to learn the technical skills needed to enter the modern workforce, sharing this feedback in advisory groups and on surveys. To the extent possible within the restrictions of the institution program, OCDE will enhance instruction by creating more student-centered, inquiry-driven learning opportunities to foster critical thinking, problem-solving, and digital literacy skills. Artificial Intelligence (AI) applications will also be deployed to support instruction, and teachers will engage in professional development to learn effective ways to integrate AI technologies into instruction. Creating future-ready learning environments for youth in care is essential for students to successfully reintegrate into society and experience long-term success. OCDE recognizes that education plays a pivotal role in breaking the cycle of recidivism by equipping youth with the skills and knowledge needed to pursue positive pathways (Goal 5 - Action 1).

Effective and efficient systems practices promote equity by assuring that resources and supports are implemented with fidelity and allocated consistently across school sites. To assure adequate instructional staffing in AJH schools, OCDE will recruit additional teaching and paraeducator staff, addressing needs expressed by teachers and administrators. OCDE will also provide advanced professional development to assure that AJH teaching staff are knowledgeable about culturally relevant and linguistically responsive teaching, Universal Design for Learning (UDL), Positive Behavior Intervention and Supports (PBIS), and other best practices within the Multi-Tiered Systems of Support (MTSS) Framework (Goal 5 - Action 2).

Collaborations with community partners play a crucial role in improving the educational attainment of youth in care, and feedback from teachers, administrators, parents, and caregivers is consistently positive. These strategic partnerships support equity by providing enrichment programs, community-based learning opportunities, vocational training, internships, mentoring, and wraparound services. Leveraging the expertise, resources, and networks of these community partners, OCDE will develop new programs and activities to support

the successful re-integration of youth in care back into the community (Goal 5 - Action 3). By strengthening the ties between the school and the broader community, OCDE will promote mutual understanding, cooperation, and collective responsibility for the well-being and success of AJH students.

In Listening Circles, on surveys, and in advisory groups, students and families share that individualized academic assistance greatly enhances learning, yet students are not always able to access these supports due to limited availability of staff within the confines of the institutional setting. In response, OCDE will increase instructional staffing throughout AJH, providing more equitable support for students (Goal 5 - Action 4). Expanding the instructional team will allow AJH to provide more a more personalized program of instruction for each student, building on strengths and interests while addressing individual academic needs, equipping students for a successful transition back into the community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<p>INCREASE ENGAGEMENT: OCDE collaborates with families, schools, and educational partners to establish a foundation for student success in welcoming and supportive school environments. The framework offers all students engaging programs, coursework, and opportunities in school communities that believe in respect, cultural appreciation and inclusivity. By prioritizing responsive involvement, educational partners play a crucial role in enhancing student outcomes, including English language proficiency and attendance rates, through customized programs and services.</p>	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The active involvement of educational partners has been shown to significantly enhance student achievement. Across key areas like Family Engagement, Student Engagement, and School Climate, OCDE ACCESS and CONNECTIONS are dedicated to advancing outcomes across various metrics, including increasing parent participation in meaningful school events, reducing chronic absenteeism, improving weekly attendance rates, maintaining low suspension rates, and continuously supporting students' well-being. Our belief is that by effectively involving students and their families in enhancing school climate, addressing student needs, and engaging in collaborative decision-making, we can establish the groundwork for improved attendance and academic performance.

A recent LCAP survey of parents indicated that 88% and 94% of parents in ACCESS and CONNECTIONS, respectively, felt comfortable reaching out to child's OCDE school, which speaks to the efforts our schools are making to create welcoming environments where families are contributing members of the school community. The number of planned family engagement opportunities has also grown this year, up 36 in ACCESS (300 in 2022-23 to 336 in 2023-24) and 17 in CONNECTIONS (49 in 2-22-23 to 66 in 2023-24); however, despite an increase in the number of family-centered activities, our schools have continued to struggle with chronic absenteeism, and new strategies will be implemented in 2024-25 to address this critical area. We have also seen an uptick in the number of suspensions, which will require new intervention techniques and training for staff. Our middle school and high school dropout rates have continued their slight decline, but to reduce it even further, more strategies are needed to engage students and keep them in school where they have access to rigorous curriculum, cocurricular activities, and supportive staff who are able to provide them with resources and guidance to make good choices and create brighter futures.

While our metric growth continues to be a challenge, it should be noted that the high turnover of students in our programs means a new cohort of students are being evaluated from school year to school year, which rarely allows us to measure growth over time and is not a full measure of the efficacy of our LCAP actions. In traditional school settings, for example, student progress is measured based on a cohort of

students evaluated year after year. As the alternative education option for our districts, OCDE schools experience ongoing enrollments and school transfers resulting in a high turnover and new student groups being measured. The actions contained in this and other LCAP goals are based on feedback from educational partners, best practices, and methods that have proven to be effective with our unique population of students, many of whom are with us for only a brief period of time. This truncated enrollment period is why engagement is vitally important to creating positive student outcomes, and why our schools devote considerable time and resources to establishing meaningful connections with our students and families in order to maximize their time with us.

METRICS KEY:

School Abbreviations: ACC= ACCESS County Community School; AJH= ACCESS Juvenile Hall; OCCS= OCCS:CHEP/PCHS; CONNECTIONS= Orange County Special Education

Student Group Abbreviations: EL= English Learner; LI = Low-Income; HL= Homeless; FY= Foster Youth; SWD= Students with Disabilities; Hisp= Hispanic; Wh= White; As= Asian

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of students who report that their school supports and values cultural diversity and inclusion, based on LCAP survey results.	ACC: 79% AJH 47%: (Source: 2023-2024 LCAP Survey)			ACC: 85% AJH: 55% (Source: LCAP Survey)	
1.2	Percentage of parent LCAP survey responses received by the ACCESS schools and CONNECTIONS.	ACCESS: 26% CONNECTIONS: 12% (Source: 2023-2024 LCAP Survey Results/Title I)			ACCESS: 40% CONNECTIONS: 30% (Source: LCAP Survey Results/Title I)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	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.	ACC: 148 AJH: 28 OCCS: 0 CONNECTIONS: 0 (Source: Multilingual Student Services office/2023-2024)			ACC: 150 AJH: 15 OCCS: 5 CONNECTIONS: 4 (Source: Multilingual Student Services office)	
1.4	Number of ACCESS County Community (ACC) and ACCESS Juvenile Hall (AJH) parents/guardians of English Language learner students who attend school's English Learner Advisory Committee (ELAC) meetings.	ACC: 31 AJH: 1 (Source: Multilingual Student Services office/2023-2024)			ACC: 35 AJH: 5 (Source: Multilingual Student Services office)	
1.5	Number of parent/guardian events, trainings, and/or opportunities to facilitate family involvement.	2023-24 Family Engagement Activities, to date: ACCESS: 336 CONNECTIONS: 66 (Source: Title I and CONNECTIONS Office/ 2023-2024)			ACCESS: 350 CONNECTIONS: 75 (Source: Title I and CONNECTIONS Office)	
1.6	Attendance Rate: All, English Learners, and Homeless	2022-2023 attendance rate: All: 77.76% EL: 73.01%			All: 80% EL: 80% HL: 75%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HL: 63.24% (Source: 2022-2023 CALPADS 14.2)			(Source: CALPADS 14.2)	
1.7	Dashboard Chronic Absenteeism Rate (TK-8th only) ACCESS schools and CONNECTIONS overall rate and in the following TK-8th grade student groups: EL FY HL LI SWD	ACCESS: All: 52.3% EL: 56.7% FY: 35.9% HL: 64.8% LI: 50.8% SWD: 42.6% CONNECTIONS: All: 30.3% EL: 40.2% FY: 21.4% HL: 0% LI: 27.7% SWD: 30.3% (Source: 2023 CA Dashboard)			ACCESS: All: 40% EL: 40% FY: 30% HL: 45% LI: 40% SWD: 30% CONNECTIONS: All: 25% EL: 35% FY: 18% HL: 0% LI: 20% SWD: 25% (Source: CA Dashboard)	
1.8	Suspension Rate	OCDE All: 2.1% ACC All: 3.1% EL 4.9% SWD 4.7% AJH: 0% OCCS: 0%			OCDE All: 1.0% ACC All: 2% EL 3% SWD 3% AJH: 0% OCCS: 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>CONNECTIONS: 0.5%</p> <p>(Source: 2023 CA Dashboard)</p>			<p>CONNECTIONS: 0%</p> <p>(Source: CA Dashboard)</p>	
1.9	Graduation Rate	<p>4/5 Year Cohort (Traditional School) Dashboard Accountability Methodology: OCDE</p> <p>All: 47.2% EL: 41.6% FY: 49% Hisp: 46.9% HL: 43.2% LI: 44.7% SWD: 49.7% Wh: 51.4% As: 56.3%</p> <p>ACC</p> <p>All: 44% EL: 37.9% FY: 55.9% Hisp: 44.1% HL: 42.3% LI: 43% SWD: 50% Wh: 46.2%</p> <p>AJH</p> <p>All: 40.8% EL: 51.2% Hisp: 52.9%</p>			<p>4/5 Year Cohort (Traditional School) Dashboard Accountability Methodology: OCDE</p> <p>All: 60% EL: 60% FY: 60% Hisp: 60% HL: 60% LI: 60% SWD: 60% Wh: 60% As: 60%</p> <p>ACC</p> <p>All: 60% EL: 60% FY: 60% Hisp: 60% HL: 60% LI: 60% SWD: 60% Wh: 60%</p> <p>AJH</p> <p>All: 60% EL: 60%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI: 40.8% SWD: 48.6% OCCS: All: 78.2% CONNECTIONS: All/SWD: 10% (Source: 2023 CA Dashboard- Combined School Data) OCDE (Combined School Rate) One-Year 12th Grade Cohort Grad Rate- (prior Dashboard calculation for alternative schools- informational only) All Students: 72% EL: 71% FY: 72% HL: 77% LI: 68% SWD: 62% (Source: 2023 CA Dashboard Additional Reports)			Hisp: 60% LI: 60% SWD: 60% OCCS: All: 85% CONNECTIONS: All/SWD: 20% (Source: CA Dashboard) OCDE (Combined School Rate) One-Year 12th Grade Cohort Grad Rate- (prior Dashboard calculation for alternative schools- informational only) All Students: 85% EL: 80% FY: 80% HL: 85% LI: 75% SWD: 70% (Source: CA Dashboard Additional Reports)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	LEA Middle School Drop Out Rate	All Students: 10% HL: 1% LI: 5% SWD: 0% EL: 2% (Source: Aeries/SIS Report, CALPADS information Day 2023-2024)			All Students: 8% HL: 0% LI: 3% SWD: 0% EL: 1% (Source: Aeries/SIS Report)	
1.11	LEA High School Drop Out Rate	All Students: 18% HL: 2% LI: 15% SWD: 0% EL: 6% (Source: Aeries/SIS report, CALPADS information day 2023-2024)			All- 12% HL- 1% LI- 10% SWD- 0% EL- 4% (Source: Aeries/SIS report, CALPADS information day)	
1.12	LEA Expulsion Rate	All: 0% (Source: 2022-2023 DataQuest)			All: 0% (Source: DataQuest)	
1.13	Percentage of ACCESS parents who have discussed their child(ren)'s education and academic progress with his/her teacher(s)	70% (Source: 2023-2024 LCAP Survey)			80% (Source: LCAP Survey)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

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 and related messaging systems. We will provide trainings on the use of these systems to staff, parents, and students and offer computer stations for families to use in school offices to increase access. Through the Parent Portal and increased use of messaging, parents and students will be able to track daily attendance, receive important school announcements, monitor assignment completion, and raise awareness of school events to	\$444,077.00	No

Action #	Title	Description	Total Funds	Contributing
		support families and students. By empowering families and students with these tools, OCDE will foster a culture of active involvement and advocacy for student achievement. We believe that this proactive approach will result in improved attendance rates and increased high school completion for all students, ultimately leading to greater success in their academic journeys.		
1.2	Family Engagement to Close Equity Gaps	Parent feedback reflects their interest in participating in inclusive school events that offer meaningful connections between families and their child's teacher and provides school information and resources to support positive student outcomes. This is especially true for the families of our students have disabilities and 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 via bus passes and more opportunities to participate in multi-lingual activities scheduled at a variety of times, such as parenting workshops and parent/school information sessions, that ensures accessibility for all and offers parents and students the knowledge necessary to navigate the educational system and to advocate for student needs. We are also increasing the budget to support staff attendance and participation at those events that occur outside the work day. Family engagement will lead to increased attendance, engagement, and academic achievement for students. Through these collaborative efforts, we strive to create an environment where every student and family feels valued, supported, and empowered to succeed.	\$316,140.00	Yes
1.3	Extended Learning Opportunities to Close Equity Gaps	Students and parents shared their eagerness to continue co-curricular activities and extended learning to support student engagement, achievement, 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, experiences, and opportunities for expanded learning, the value of these activities is particularly relevant. Unduplicated pupil groups are at a disadvantage when it comes to	\$2,973,602.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>accessing opportunities occurring outside of the school and beyond the school day, and the lack of these valuable experiences limits their personal growth and negatively impacts student outcomes. Therefore, OCDE schools will provide students with extended learning opportunities (such as performing arts camp, field trips, additional classes and coursework, and hands-on workshops) and scholarships for low-income students that accelerate learning, increase positive, pro-social connections to school, build interpersonal skills, and encourage empowerment and collaborative team-building. Through an analysis of participant feedback and attendance data, we anticipate an overall increase in school attendance, a decline in suspension rates, heightened engagement, and improved student achievement and graduation rates, particularly among our unduplicated populations. By ensuring fair access and offering diverse opportunities for enrichment, we are laying the groundwork for every student to unlock their fullest potential.</p>		
1.4	<p>Extended Learning Opportunities for ACCESS Students who are English Learners and their Families</p>	<p>Participation in extended learning activities has shown to significantly boost student engagement, resulting in positive outcomes for both students and their families. However, English Learners (EL) and their families, including Long Term English Learners (LTELs), enrolled in ACCESS often lack the ability to effectively engage in school activities due to language barriers and unfamiliarity with the educational system. To ensure equitable access to these opportunities, we are committed to providing students who are English Learners (EL) and their families with customized, language accessible programs and events specific to their needs. These initiatives include bilingual parent workshops and EL parent conferences, which serve as platforms for equipping parents and students with the knowledge and skills necessary to navigate the educational landscape effectively while offering insights on advocating for student needs and facilitating connections to community resources specifically tailored to support EL families. Enhancing engagement among EL students and their families will result in positive outcomes and improved academic achievement. Through these targeted efforts, we are fostering supportive, culturally responsive environments where every EL student can thrive academically and socially.</p>	\$261,126.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Healthy and Positive School Environments	<p>Feedback gathered from focus groups with staff, families, and partners, empathy interviews with students, OCDE LCAP surveys, and the Conditions of Children in Orange County report highlight the ongoing need to prioritize safe and nurturing school environments, while also emphasizing the importance of fostering a positive school climate. To comprehensively address these concerns, we are dedicated to ensuring that every student and staff member has access to environments that are safe, inclusive, and conducive to learning. This commitment entails ongoing initiatives such as soliciting recommendations from the Site Safety Committee, procuring necessary safety equipment, and deploying Wellness/Restorative staff in our schools to offer crucial support and guidance to students during moments of stress or conflict. Our school nurses will also play a vital role in promoting health and wellness by providing guidance on making healthy choices, conducting vision and hearing screenings, and facilitating access to health-related services for students and families in need. Similarly, we recognize the importance of equipping our staff with the necessary tools and strategies to cultivate a positive school climate, and we will offer comprehensive trainings focused on Restorative Practices, alternatives to suspension, and positive classroom management techniques so students are able to stay in school and participate fully in their learning. By nurturing a culture where students and staff feel cared for and respected, we anticipate a corresponding increase in attendance rates and, ultimately, an improvement in student outcomes across the board.</p> <p>This action is driven by our goals and the work of Differentiated Assistance in support of Priority 4, Student Achievement and Priority 5, Chronic Absenteeism/Graduation Rate, Priority 8, CCI/Student Outcomes Metrics: 1.1, 1.5, 1.6, 1.7, 1.9</p>	\$2,750,013.00	No
1.6	Essential Items for Students who are SED/Low Income (Including Homeless)	Enrollment data for the 2023-24 school year reveals that while 63% of our students are designed as socioeconomically disadvantaged (SED), 12.4% of students are also experiencing homelessness, which creates significant barriers to students' education and impedes their ability to thrive	\$1,252,067.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>academically. A review of site-level data during this period highlighted the fact that students' most pressing educational needs continue to be access to school supplies for homework, reliable transportation to and from school, continuity in educational programs, and engaging extended-day opportunities. To address these challenges, we will leverage both school funds and donations from community partnerships to support identified students and their families with essential items such as food, clothing, shoes, school transportation aid via bus passes, and basic school supplies. By ensuring that these fundamental necessities are met, OCDE's school programs aim to promote regular school attendance among identified students, resulting in improved attendance rates, increased participation in class activities, reduced learning gaps, and enhanced achievement in reading and math as evidenced by local and State standardized assessments.</p>		
1.7	School-Based Mental Health Services	<p>Feedback from parents, teachers, and students demonstrates a strong desire to enhance our school-based mental health services for students, with a particular focus on integrating physical activities to help alleviate stress. Students who are identified as socioeconomically disadvantaged (SED), foster youth, or those experiencing homelessness often struggle with heightened levels of anxiety and depression due to environmental instability issues beyond their control, and these obstacles frequently manifest in decreased academic performance stemming from increased absenteeism.</p> <p>To support our students experiences these challenges, we have implemented a multi-tiered system of support, which includes incorporating physical fitness alongside a range of mental health services tailored to meet students' individual needs. Teachers note that students who participate in these support services demonstrate improved attendance, particularly on the days of their counseling sessions. We believe this trend contributes to a student's resiliency, fostering greater self-confidence and self-efficacy, leading to sustained attendance and academic achievement, especially among students who are SED, foster youth, or experiencing homelessness.</p>	\$1,682,829.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Specialized Support Services for Successful Transitions	Students who are foster youth, socioeconomically disadvantaged (SED), and/or English learners face significant challenges in their progress toward graduation due to frequent changes in school placements and housing arrangements, difficulty understanding how to navigate unfamiliar education systems, and limited access to essential resources like food, clothing, and transportation. To mitigate the systemic barriers, our schools will provide specialized staff to conduct thorough transcript audits, develop tailored education plans, prepare updates for juvenile court proceedings, and analyze graduation requirements. Through strategically targeted supports for our unduplicated student populations we will establish a clear path to academic success with a focus on student groups who are faced with additional barriers to achievement. These structured interventions will empower students and families to overcome obstacles in order to reduce the number of students who drop out and improve graduation rates by equipping them with the necessary skills and resilience for a successful transition into the community, post-secondary education, and the workforce.	\$1,669,900.00	Yes
1.9	Mental Health Services for Students with Disabilities	Students with disabilities (SWD) enroll in OCDE school programs with diverse mental health needs that require thoughtful consideration and individualization. The nature and severity of the students' disabilities can significantly influence the efficacy of mental health interventions and their academic performance. A considerable number of SWD require highly specialized counseling services, often emphasizing behavioral strategies over cognitive approaches. These services will be delivered by school psychologists, behaviorally-trained mental health clinicians, and other licensed behaviorists who work for the school and are specifically trained to work with this unique population of students. Through a tailored approach to supporting the mental health needs of students with disabilities, student well-being and academic success will increase.	\$2,934,548.00	No

Action #	Title	Description	Total Funds	Contributing
		This action is driven by our goals and the work of Differentiated Assistance in support of Priority 4, Student Achievement and Priority 5, Chronic Absenteeism/Graduation Rate, Priority 8, CCI/Student Outcomes Metrics: 1.1, 1.5, 1.6, 1.7, 1.9		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Students enter and exit OCDE school programs throughout the school year, often arriving with a history of irregular school attendance and significant deficits in their educational foundation. In the 2023-24 school year, ACC students had an average enrollment period in our school of 72 days. Similarly, data indicates that youth in care attending OCDE AJH, a school in county-operated residential settings, were enrolled for an average of 16.2 days, unless designated as a "long-term placement." Therefore, our annual metrics represent a new cohort of students each year and do not reflect growth over time of a control group, but rather a point-in-time measure of a new student cohort. Despite the high turnover, OCDE schools are committed to actions that provide all students who enter our program with the skills necessary to be future-ready, regardless of how brief the student's enrollment with us may be. By promoting healthy interactions in supportive and inclusive school environments with engaging curriculum and opportunities, OCDE students work toward reaching grade level expectations, gain valuable capacities, and become empowered to build positive futures. Individualized instructional supports like tutoring and intervention will further enhance academic achievement as evidenced by the increase in i-Ready Math scores across our unduplicated student populations (EL - up 1%, Low Income/SED - up 2%, and Foster Youth - up 9%). By building upon students' existing knowledge and assisting students as they interact with new levels of learning, we will provide a well-rounded educational experience where evaluating various measures such as test scores, English proficiency, college and career readiness, and post-secondary pathways will allow students to showcase their efforts toward academic improvement.

METRICS KEY:
 School Abbreviations: ACC= ACCESS County Community School; AJH= ACCESS Juvenile Hall; OCCS= OCCS:CHEP/PCHS; CONNECTIONS= Orange County Special Education
 Student Group Abbreviations: EL= English Learner; LTEL - Long Term English Learner; LI = Low-Income; HL= Homeless; FY= Foster Youth; SWD= Students with Disabilities; Hisp= Hispanic; Wh= White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of EL students making progress toward English language proficiency or maintaining the highest level attainable (ELPI).	OCDE: 18.5% ACC: 20.4% AJH: 4.6% OCCS: Data Not Available CONNECTIONS: 10.3% (Source: 2023 CA Dashboard, English Learner Progress Indicator-ELPI)			OCDE: 30% ACC: 35% AJH: 15% OCCS: 60% CONNECTIONS: 15% (Source: CA Dashboard, English Learner Progress Indicator-ELPI)	
2.2	Percentage of students who "Meet/Exceed" or "Nearly Meet" Standard on the ELA SBAC	OCDE All: 18.66% EL: 1.33% LTEL: 1.0% LI: 13.28% OCCS All: 74.4% Hisp: 63.6% LI: 59.5% CONNECTIONS All/SWD: 8.6% LI: 5.7% (Source: DataQuest 2023 CAASPP Results)			OCDE All: 35% EL: 15% LTEL: 12% LI: 20% OCCS All: 80% Hisp: 75% LI: 70% CONNECTIONS All/SWD: 20% LI: 18% (Source: DataQuest CAASPP Results)	
2.3	Percentage of students who "Meet/Exceed" or "Nearly Meet" Standard on the Math SBAC	OCDE All: 8.25% EL: 1.44% LTEL: 0% LI: 3.15%			OCDE All: 25% EL: 10% LTEL: 8 LI: 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Hisp. 4.43%</p> <p>OCCS</p> <p>All: 57.9%</p> <p>Hisp: 40.5%</p> <p>LI: 37.8%</p> <p>(Source: DataQuest 2023 CAASPP Results)</p>			<p>Hisp. 10%</p> <p>OCCS</p> <p>All: 80%</p> <p>Hisp: 70%</p> <p>LI: 70%</p> <p>(Source: DataQuest CAASPP Results)</p>	
2.4	Percentage of ACCESS students scoring "on or above grade level" on the i-Ready Reading assessment	<p>All: 20%</p> <p>EL: 6%</p> <p>LI: 11%</p> <p>FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality</p> <p>(Source: i-Ready database, 2023-2024 Reading Results)</p>			<p>All: 37%</p> <p>English Learners: 20%</p> <p>LI: 20%</p> <p>FY: tracking this data locally, may not be able to publicly report due to small group size/confidentiality</p> <p>(Source: i-Ready database, Reading Results)</p>	
2.5	Percentage of ACCESS students reflecting "on or above grade level" on the i-Ready Math assessment	<p>All: 14%</p> <p>English Learners: 4%</p> <p>LI: 7%</p>			<p>All: 30%</p> <p>EL: 15%</p> <p>LI: 10%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality</p> <p>Source: i-Ready database, 2023-24, Math results</p>			<p>FY: tracking this data locally, may not be able to publicly report due to small group size/confidentiality</p> <p>(Source: i-Ready database, Final Diagnostic)</p>	
2.6	<p>Reclassification Rate (All EL Students/All ELPAC Levels)</p> <p>Reclassification Rate (Eligible Students/ELPAC Level 4 Only)</p>	<p>3.3% of all English Learners were reclassified (RFEP)</p> <p>71.4% of eligible/ELPAC Level 4 English learners were reclassified (RFEP)</p> <p>Source: Aeries database, 2023-24, RFEP count and Title III database/ELPAC Level 4</p>			<p>6% of all English Learners were reclassified (RFEP)</p> <p>90% of eligible/ELPAC Level 4 English learners were reclassified (RFEP)</p> <p>(Source: Aeries database RFEP count and Title III database/ELPAC Level 4</p>	
2.7	<p>Percentage of high school graduates "Prepared" or "Approaching Prepared" as reflected on the</p>	<p>Prepared or Approaching Prepared on the CCI Indicator: 6.9% (OCDE/LEA)</p> <p>CCI: PREPARED:</p>			<p>Prepared or Approaching Prepared on the CCI Indicator: 20% (OCDE/LEA)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dashboard College and Career Indicator	<p>OCDE:</p> <p>All: 2.2%</p> <p>EL: 0.5%</p> <p>FY: 2.4%</p> <p>Hisp: 1.3%</p> <p>HL: 0.4%</p> <p>LI 1.0%</p> <p>SWD: 0.0%</p> <p>Wh: 0.6%</p> <p>ACC:</p> <p>All: 0.3%</p> <p>EL: 0.0%</p> <p>Hisp: 1.3%</p> <p>HL: 0.4%</p> <p>LI: 1.0%</p> <p>SWD: 0.0%</p> <p>Wh: 4.6%</p> <p>AJH:</p> <p>All: 1.0%</p> <p>EL: 2.9%</p> <p>Hisp: 1.7%</p> <p>HL: 0.0%</p> <p>LI: 1.0%</p> <p>SWD: 0.0%</p> <p>OCCS:</p> <p>All: 13.8%</p> <p>CONNECTIONS:</p> <p>All/SWD: 0.0%</p>			<p>CCI: PREPARED:</p> <p>OCDE:</p> <p>All: 10%</p> <p>EL: 10%</p> <p>FY: 10%</p> <p>Hisp: 10%</p> <p>HL: 10%</p> <p>LI 10%</p> <p>SWD: 10%</p> <p>Wh: 10%</p> <p>ACC:</p> <p>All: 8%</p> <p>EL: 8%</p> <p>Hisp: 8%</p> <p>HL: 8%</p> <p>LI: 8%</p> <p>SWD: 8%</p> <p>Wh: 8%</p> <p>AJH:</p> <p>All: 5%</p> <p>EL: 5%</p> <p>Hisp: 5%</p> <p>HL: 5%</p> <p>LI: 5%</p> <p>SWD: 5%</p> <p>OCCS:</p> <p>ALL: 20%</p> <p>CONNECTIONS:</p> <p>All/SWD: 5%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CCI: APPROACHING PREPARED OCDE: 4.7% ACC: 4.1% AJH: 0% OCCS: 11.9% (Source: 2023 CA Dashboard & Dashboard Additional Report)			CCI: APPROACHING PREPARED OCDE: 10% ACC: 10% AJH: 5% OCCS: 22% (Source: CA Dashboard & Dashboard Additional Report)	
2.8	Percentage of 11th grade students demonstrating college readiness on the EAP assessment	English Language Arts (ELA): 5.1% Math: 1.8% (Source 2022-2023 DataQuest/CAASPP Results)			English Language Arts (ELA): 10% Math: 10% (Source: DataQuest/CAASPP Results)	
2.9	Percentage of graduating students meeting the a-g requirements	1.1% (Source: 2022-2023 CA Dashboard Additional Reports)			10% (Source: CA Dashboard Additional Reports)	
2.10	Percentage of students completing both A-G and CTE sequence or program	0.1% (Source: 2022-2023 CA Dashboard Additional Reports)			5% (Source: CA Dashboard Additional Reports)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Number of CTE Pathways	3 CTE Pathways developed (Source: CTE program office/CALPADS Report #3.15/2022-2023)			8 CTE Pathways developed (Source: CTE program office/CALPADS Report #3.15)	
2.12	The percentage of students passing Advanced Placement Exams	This metric is not applicable, as OCDE schools do not offer Advanced Placement (AP) courses.			Not Applicable	
2.13	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 (CTE Completion Rate)	2.6% (Source: 2023 CA Dashboard Additional Reports)			10% (Source: CA Dashboard Additional Reports)	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

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 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 and tutoring 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.	\$1,559,314.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$140,402.00	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 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.	\$112,692.00	Yes
2.4	Individualized Academic Support for Students who are Foster Youth in Group Homes/Short-Term Residential Therapeutic Programs (STRTP)	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 and tutoring 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.	\$675,870.00	No

Action #	Title	Description	Total Funds	Contributing
		<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, transferring education and health records, addressing education-related needs, and providing educational progress summaries for foster youth to court.</p> <p>This action is driven by our goals and the work of Differentiated Assistance in support of Priority 4, Student Achievement and Priority 5, Chronic Absenteeism/Graduation Rate, Priority 8, CCI/Student Outcomes Metrics: 1.1, 1.5, 1.6, 1.7, 1.9</p>		
2.5	Academic Support for Students who are English Learners	<p>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, tutoring, EL curriculum, supplemental materials, educational technology, reading books, and literacy software specific to the needs of English Learners, will be provided 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.</p>	\$3,079,892.00	Yes
2.6	Academic Instruction and Enrichment for	<p>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,</p>	\$7,132,092.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Students who are Adjudicated	credit deficiencies, and interpersonal challenges. To address these barriers and support educational needs, we will provide high-quality instruction and 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.		
2.7	Career Technical Education Opportunities for All Students, Including Students with Disabilities	<p>By creating a high-quality and sustainable Career Technical Education (CTE) program, all students, including students with disabilities in the CONNECTIONS program, will be better prepared for college and career success. CTE staff develop career pathways, coordinate and implement additional career 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.</p> <p>This action is driven by our goals and the work of Differentiated Assistance in support of Priority 4, Student Achievement and Priority 5, Chronic Absenteeism/Graduation Rate, Priority 8, CCI/Student Outcomes Metrics: 1.1, 1.5, 1.6, 1.7, 1.9</p>	\$1,335,938.00	No
2.8	Targeted Services to Support the Academic Development of Long-Term English Learners (LTELs)	Long-Term English Learners (LTELs) are English Learner students who have been enrolled in a school in the United States for six years or more and have not been reclassified as fluent English proficient due to ongoing challenges in acquiring the necessary literacy skills. OCDE schools will offer targeted services to support LTELs to ensure equity in education, recognizing that every student deserves to receive an engaging educational experience. By focusing on enhancing English proficiency and	\$406,487.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>other necessary skills for comprehension and improved communication, students will experience increased confidence and engagement in learning, leading to overall better outcomes, and prepare LTELs for college and career readiness, ensuring they have the language skills necessary for future success.</p>		
2.9	Advanced Technical Education to Close Equity Gaps	<p>Creating advanced technical learning centers for ACC students will bridge the gap in educational opportunities by providing access to state-of-the-art resources and training facilities that the students may not otherwise have which will promote improved school attendance and academic achievement as students become increasingly engaged in exploring exciting new fields of study. The centers will empower all students, but particularly benefit students who are socioeconomically disadvantaged (SED) as they develop marketable skills and pursue rewarding careers in larger scale, modern facilities.</p> <p>OCDE's advanced technical learning centers will serve as an avenue to economic stability for our unduplicated student groups by equipping them with in-demand technical skills and paving the way to higher-paying jobs that will improve their socioeconomic status and that of their families. The centers will also help address disparities in representation within technical fields. By supporting unduplicated student groups, they will promote diversity and inclusion in industries where these students are traditionally underrepresented, which benefits the students who are SED and enriches the workforce by bringing diverse perspectives and experiences to the industry. Mentorship, career counseling, and career networking opportunities at the centers will help students navigate the complexities of the technical job market, succeed in their chosen fields, secure better livelihoods and positively impact their communities. Empowering ACC students to achieve their full potential promotes equity and taps into a pool of talent and innovation that might otherwise go unnoticed, leading to more inclusive and prosperous communities where individuals from all backgrounds have the opportunity to thrive and contribute.</p>	\$3,500,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	MAINTAIN 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.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)
- Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
- Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

To sustain OCDE's commendable standard of service, stewardship, and commitment to providing a robust, standards-based, and accessible academic program 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 attendance, 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 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.

An innovative school community is one in which we recognize and nurture the comprehensive needs and strengths of each child, while also engaging educational partners in our continuous efforts to improve our schools. 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 optimal 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 teach

The metrics for Goal 3 will support OCDE in making data-driven decisions to create and sustain optimal learning conditions. Ensuring a safe learning environment, providing appropriately assigned teachers, and using standards-aligned curriculum are fundamental to student

achievement. These conditions are essential to OCDE’s effective, cohesive, and collaborative school programs, supporting achievement and leading to positive student outcomes through the availability of a standards-aligned curriculum within a broad course of study. These essential conditions of learning are fundamental to student achievement and are the cornerstone of OCDE's effective, cohesive, collaborative school programs that support achievement and lead to positive student outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of fully credentialed and appropriately assigned teachers as measured by the OCDE HR Credentialing Annual Audit	100% of teachers are fully credentialed and appropriately assigned as measured by the OCDE HR Credentialing Annual Audit in 23-24 (Source: 2023-2024, OCDE Human Resources)			100% of teachers are fully credentialed and appropriately assigned as measured by the OCDE HR Credentialing Annual Audit (Source: OCDE Human Resources)	
3.2	Percentage of OCDE students with access to Standards-Aligned Instructional Materials, as measured by Priority 1 (Basic Services) on the Local Indicator report	100% of students have access to standards-aligned instructional materials in the 23-24 school year (Source: 2024 CA Dashboard Local Indicator, Priority 1-Basic Services)			100% of students have access to standards-aligned instructional materials as measured by Priority 1 (Basic Services) on the Local Indicator report (Source: CA Dashboard Local	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Indicator, Priority 1-Basic Services)	
3.3	Percentage of OCDE facilities in "Good" Repair Measured by Facility Inspection Tool (FIT), reported in Priority 1 (Basic Services) on the Local Indicator	100% of OCDE facilities in "good" repair as measured by the Facility Inspection Tool (FIT) in the 23-24 school year (Source: 2024 CA Dashboard Local Indicator, Priority 1)			100% of OCDE facilities in "good" repair as measured by the Facility Inspection Tool (FIT) reported in Priority 1 (Basic Services) on the Local Indicator (Source: CA Dashboard Local Indicator, Priority 1)	
3.4	Percentage rate of Academic State Standards' implementation as measured by Priority 2 (Implementation of State Academic Standards) on the Local Indicator	100% implementation of required California Academic State Standards across all OCDE schools in the 23-24 school year. (Source: 2024 CA Dashboard Local Indicator, Priority 2 A and B)			100% implementation of required California Academic State Standards across all OCDE schools. (Source: CA Dashboard Local Indicator, Priority 2 A and B)	
3.5	Percentage of OCDE students with access to and enrollment in a broad course of study. The extent to which students have access to, and are enrolled in a	100% of OCDE students have access to and enrollment in a broad course of study. The extent to which students have access to, and are enrolled in a			100% of OCDE students have access to and enrollment in a broad course of study. The extent to which students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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	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 in the 23-24 school year. (Source: 2024 CA Dashboard Local Indicator, Priority 7)			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 (Source: CA Dashboard Local Indicator, Priority 7)	
3.6	Foster Youth: Average rating demonstrating the level of implementation of coordination of services for foster youth based on the CA Dashboard Local Indicator Rubric (out of a possible score of 5) measuring service program components for	23-24 school year average rating was 3.5 out of 5 on the 23-24 CA Dashboard Local Indicator Implementation Scale, indicating a status between initial and full implementation of the coordinated service program components for foster youth			An average rating of 5.0 out of 5.0 on the CA Dashboard Local Indicator Implementation Scale, reflecting full Implementation and Sustainability of the coordinated service program components for foster youth	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	foster youth in OCDE schools: 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	(Source: 2024 Local Indicator Report, Priority 10)			(Source: OCDE Foster Youth Services Program)	
3.7	Average rating demonstrating level of implementation based on the CA Dashboard Local Indicator Rubric (out of a possible score of 5) measuring the provision of professional learning for teachers to support recently adopted academic standards and/or curriculum frameworks. 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation	23-24 school year average rating was 3.4 out of 5 on the 23-24 CA Dashboard Local Indicator Implementation Scale, indicating a status between initial and full implementation in our progress toward providing professional learning for teachers to support recently adopted standards and/or curriculum frameworks.			An average rating of 5.0 out of 5.0 on the CA Dashboard Local Indicator Implementation Scale, indicating Full Implementation and Sustainability in our progress toward providing professional learning for teachers to support recently adopted standards and/or curriculum frameworks.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	4 - Full Implementation 5 - Full Implementation and Sustainability	(Source:2024 Local Indicator Report, Priority 2)			(Source:Local Indicator Report, Priority 2)	
3.8	Expelled Youth: Average rating demonstrating level of implementation based on the CA Dashboard Local Indicator Rubric(out of a possible score of 5) measuring service program components for expelled youth in OCDE schools: 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	23-24 school year average rating was 4.0 out of 5 on the 23-24 CA Dashboard Local Indicator Implementation Scale, indicating a status between initial and full implementation in our progress toward providing professional learning for teachers to support recently adopted standards and/or curriculum frameworks. (Source: 2024 Local Indicator Report, Priority 9)			An average rating of 5.0 out of 5 on the CA Dashboard Local Indicator Implementation Scale, indicating a status between initial and full implementation in our progress toward providing professional learning for teachers to support recently adopted standards and/or curriculum frameworks. (Source: 2024 Local Indicator Report, Priority 9)	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

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.	\$1,373,295.00	No
3.2	State Standard Curriculum with Fidelity and Integrity for All Students,	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 continue to provide appropriately-assigned teachers	\$42,658,782.00	No

Action #	Title	Description	Total Funds	Contributing
	including Students with Disabilities and students who are English Learners, Low-Income/SED, Foster Youth, and Homeless	<p>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.</p> <p>This action is driven by our goals and the work of Differentiated Assistance in support of Priority 4, Student Achievement and Priority 5, Chronic Absenteeism/Graduation Rate, Priority 8, CCI/Student Outcomes Metrics: 1.1, 1.5, 1.6, 1.7, 1.9</p>		
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. Child Welfare and Attendance staff 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.	\$791,439.00	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 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.	\$1,145,093.00	No
3.5	Coordination of Services for Students	Consistent with State Priority 10 (A - D), OCDE will continue to support students enrolled in ACCESS and the Division of Special Education (SES)	\$501,268.00	Yes

Action #	Title	Description	Total Funds	Contributing
	who are Foster Youth Within OCDE Schools	who are foster youth through ongoing communication between school staff and collaborative partners, including the juvenile court, to create an efficient system for transferring health and education records, develop a network of support for student academic progress, and promote positive pro-social and mental health development. To ensure that these students are informed and empowered to advocate for their individual needs, essential education-related 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 and minimize school placements. Foster youth in ACCESS and CONNECTIONS schools will have access to transportation assistance, when needed, to remain in their school of origin.		
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 who are able to meet those needs through a thoughtful and empathetic approach to problem-solving, collaboration, and experiential learning. Students in this unique population benefit when the educators who support them are provided with effective, relevant, timely, and targeted professional development, including related materials, resources, and educational technology. Students who are English Learners, SED, or foster youth face challenges specific to their circumstances, and 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 at conferences and workshops to learn about the needs of these 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.	\$735,584.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	IMPLEMENT THE EQUITY MULTIPLIER INITIATIVE FOR ACC: By Year 3, implement actions to close opportunity gaps and improve outcomes for students in the ACCESS County Community School (ACC) where high instances of school mobility and socioeconomically disadvantaged status can create barriers to success, particularly for those student groups that performed at the lowest level on any of the school’s California Dashboard state indicators: ELPI (English Learners), Graduation Rate (All, English Learners, Foster Youth, Hispanic, Homeless, Low-Income, Students with Disabilities, and White students), College and Career Indicator (All, English Learners, Hispanic, Homeless, Low-Income, Students with Disabilities, and White students), Suspension Rate (English Learners and Students with Disabilities) and Chronic Absenteeism (English Learners).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The California Department of Education’s Equity Multiplier (EM) funding provides supplemental capital to schools with prior-year non-stability rates greater than 25 percent and prior-year socioeconomically disadvantaged pupil rates greater than 70 percent. The OCDE’s ACCESS County Community School (ACC) qualifies for this special funding to ensure educational equity and offer additional opportunities to students. With constant variations in school enrollment numbers leading to high student turnover, ACC must operate an efficient school program that quickly engages students, offering them a network of resources and providing future-ready skillsets. The school would like to note that there were no underlying issues in the credentialing, subject matter presentation, and retention of the school’s educators. The allocation of these additional resources to ACC will support students from disadvantaged backgrounds to ensure that all students have access to high-quality education that includes extra support services and technology resources, and improved system practices to help bridge the achievement gap. Equity Multiplier funding will play a vital role in promoting fairness, equity, and stability in education, empowering all students to reach their full potential regardless of their socio-economic status or length of stay in our ACC school.

Metrics to track progress in each priority area include:
 *Metric 4.6, Priority 3 (parent engagement): Increase the percent of new ACC parent/guardians who attend a parent engagement opportunity within 30 calendar days of their child’s enrollment from the 23-24 baseline of 40% to at least 60% by Year 3

*Metric 4.9, Priority 4: (pupil achievement) Increase the percentage of EL students making progress toward English Language proficiency or maintaining the highest level attainable as measured by the Dashboard ELPI. The 23-24 baseline is 20.4% with a target outcome of at least 35% in Year 3 making progress or maintaining the highest level.

*Metric 4.8, Priority 6 (school climate): Measuring all student group suspension rate level. The 23-24 baseline is 3.1% and the three-year expected goal is 2%, a decrease of 1.1%.

*Metric 4.10, Priority 8 (other pupil outcomes): This metric measures students who were prepared or approaching prepared, as reflected on the 2023 California Dashboard. The baseline form 23-24 reflects All: 0.3%, EL and SWD; 0.0%, Hispanic: 1.3%, Homeless: 0.4%, Low-Income: 0.1%, White: 4.6% with a 3 year target outcome of 8% prepared for each of these student groups. The 22-24 baseline measure was 4.1% of ALL students 'approaching prepared" as reflected on the 2023 California Dashboard, with a 3-year target outcome of 10% for this group.

METRICS KEY:

Student Group Abbreviations: EL= English Learner; LI = Low-Income; HL= Homeless; FY= Foster Youth; SWD= Students with Disabilities, Hisp= Hispanic, Wh= White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of ACC students assessed using i-Ready Reading assessment	All: 48.3% EL: 52.5% LI: 49.0% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: i-Ready database, 2022-23 Final Diagnostic)			All: 65% EL: 65% LI: 65% FY: tracking this data locally, however may not publicly report due to small group size/confidentiality (Source: i-Ready database Final Diagnostic)	
4.2	Percentage of ACC students assessed using	All: 43.6% EL: 48.5%			All: 65% EL: 65%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	i-Ready Math assessment (Note: i-Ready Math assessment is assigned to those students who are taking or need to take Math course(s) to complete their graduation requirements)	LI: 44.9% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: i-Ready database, 2022-23 Final Diagnostic)			LI: 65% FY: tracking this data locally, however may not publicly report due to small group size/confidentiality (Source: i-Ready database, Final Diagnostic)	
4.3	Percentage of Chronically Absent ACC students (All Grades)	All: 57.1% EL: 63.1% LI: 63.8% FY: 65.4% (Source: 2023 DataQuest)			All: 40% EL: 40% LI: 40% FY: 40% (Source: DataQuest)	
4.4	Percentage of ACC Students who achieve near or above standards on the CAASPP ELA Writing Performance Area	All: 50% EL: 13.7% LI: 30.2% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source 2023 CAASPP Results/DataQuest)			All: 60% EL: 25% LI: 40% FY: tracking this data locally, however may not publicly report due to small group size/confidentiality (Source CAASPP Results/DataQuest)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	Percentage of ACC Students who achieve near or above standards on the CAASPP ELA Research/Inquiry Performance Area	All: 29.9% EL: 49.6% LI: 58.1% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source 2023 CAASPP Results/DataQuest)			All: 55% EL: 65% LI: 65% FY: tracking this data locally, however may not publicly report due to small group size/confidentiality (Source CAASPP Results/DataQuest)	
4.6	Percent of new ACC parent/guardians who attend a parent engagement opportunity within 30 calendar days of their child's enrollment	40% (Source: Title I Family Engagement Program, 2023-2024))			60% (Source: Title I Family Engagement Program)	
4.7	(DASS/Alternative School) Percentage of ACC students reflected in the One Year 12th Grade Cohort Graduation Rate	All-: 77% EL: 73% FY: 92% HL: 84% LI: 77% Hisp: 77.3% SWD: 81.8% Wh: 80.3% (Source: ACC CA Dashboard Additional Report/2023)			All-: 80% EL: 80% FY: 95% HL: 90% LI: 80% Hisp: 80% SWD: 85% Wh: 85% (Source: ACC CA Dashboard Additional Report)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.8	ACC Suspension Rate (Student Groups Performing at the Lowest Level)- Percentage of Students	All: 3.1% EL 4.9% SWD 4.7% (Source: 2023 CA Dashboard, Suspension Rate)			All: 2% EL: 3% SWD: 3% (Source: CA Dashboard, Suspension Rate))	
4.9	Percentage of ACC EL students making progress toward English language proficiency or maintaining the highest level attainable (ELPI).	20.4% (Source: 2023 CA Dashboard, English Learner Progress Indicator-ELPI)			35% (Source: CA Dashboard, English Learner Progress Indicator-ELPI)	
4.10	Percentage of ACC high school graduates "prepared" or "approaching prepared" as reflected on the CA Dashboard College and Career Indicator	CCI PREPARED All: 0.3% EL: 0.0% Hisp: 1.3% HL: 0.4% LI: 1.0% SWD: 0.0% Wh: 4.6% CCI: APPROACHING PREPARED 4.1% (Source: 2023 CA Dashboard and Dashboard Additional Reports)			CCI: PREPARED:: All: 8% EL: 8% Hisp: 8% HL: 8% LI: 8% SWD: 8% Wh: 8% CCI: APPROACHING PREPARED 10% (Source: CA Dashboard and Dashboard Additional Reports)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Creating Future-Ready Learning Environments in ACC	Creating future-ready classrooms for ACC students is crucial for ensuring equity and access to quality education, especially for low performing student groups. By devoting resources to implementing future-ready classrooms equipped with current technology, personalized learning tools, and innovative teaching methods, we can bridge the digital divide and empower these students with essential contemporary skills in research and writing. Preparing students for the future workforce requires OCDE schools to cultivate critical thinking, problem-solving abilities, and digital literacy, which can be facilitated through immersive learning experiences in modern classrooms using Artificial Intelligence (AI) tools and through projects such	\$522,502.00	No

Action #	Title	Description	Total Funds	Contributing
		as podcasts and digital media arts. By investing in the advancement of educational infrastructure tailored to the needs of ACC students and educators, we will foster their potential to become active participants in their communities, thereby advancing social development and inclusive growth.		
4.2	Increasing Student Achievement Through Improved System Practices	To provide students in the ACC school with optimal learning environments where they receive an equitable distribution of evidence-based services and supports, OCDE must ensure the school has the foundational support necessary to operate effectively. However, the constantly evolving societal, technological, and educational landscapes of alternative education require new and innovative approaches in order to remain current, and the administrative services that support the framework of the school necessitate ongoing oversight and updates to ensure the efficacy of the educational program. New methods of addressing challenges such as daily staffing needs, equity and diversity considerations, and present-day cybersecurity concerns are essential to providing students, staff, and families with efficiently-managed, equity-centered, functional, and productive educational settings. To support feedback from ACC classroom staff and administrative offices, OCDE will employ new and improved practices to address staffing shortages and training for new staff. Additionally, educational partners, including parents, have expressed a need for additional supports to enhance school-family interaction, including increased clarity regarding the operation of the school program.	\$177,270.00	No
4.3	Enhanced Collaborations to Introduce Expanded Services for Students	In alignment with the vision of the California Community Schools Partnership Program, enhanced collaborations with community partners will provide additional expanded learning opportunities to ACC students which are essential to the development of the whole child. Community partners are able to offer a diverse range of enrichment programs, advanced learning, community-based learning opportunities, vocational training, internships, mentorship opportunities, and wraparound services tailored to the specific academic needs and interests of alternative education students. These collaborations not only enrich the educational experience, but also foster personal growth, resilience, and a sense of belonging within the community. By strengthening the ties between the	\$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
		school and the broader community, OCDE will promote mutual understanding, cooperation, and collective responsibility for the well-being and success of its ACC students. Together, we will create a more inclusive and supportive learning environment that empowers ACC students to thrive academically, socially, and professionally.		
4.4	Expanding the Educational Team to Maximize Student Success	Expanding the educational team will allow OCDE to improve the academic achievement of ACC students by offering more tailored support and resources to address specific needs. The personalized support and guidance offered by additional, skilled OCDE team members, including academic coaching, collaborative problem-solving, and assistance in overcoming challenges that impede learning, will increase equity and student achievement. Greater availability of permanent staff will also allow for more individualized instruction leading to improved academic outcomes for students facing barriers to their learning by creating nurturing and supportive school environments where the students feel valued, empowered, and equipped to achieve their full potential.	\$1,886,207.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	<p>IMPLEMENT THE EQUITY MULTIPLIER INITIATIVE FOR AJH: By Year 3, implement actions to close achievement gaps and improve outcomes for youth in care students who are enrolled in OCDE's ACCESS Juvenile Hall School (AJH) with a history of multiple school placements, irregular attendance in their comprehensive schools, and Adverse Childhood Experiences (ACE), contributing to a pattern of low academic achievement, particularly for those student groups that performed at the lowest level on any on the school's California Dashboard state indicators: ELPI (English Learners), Graduation Rate (All, English Learners, Hispanic, Low-Income, and Students with Disabilities), College and Career Indicator (All, English Learners, Hispanic, Homeless, Low-Income, and Students with Disabilities). The school would like to note that there were no underlying issues in the credentialing, subject matter presentation, and retention of the school's educators.</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The California Department of Education's Equity Multiplier (EM) funding provides supplemental capital to schools with prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. The OCDE's ACCESS Juvenile Hall school (AJH) qualifies for this special funding to ensure educational equity and offer additional opportunities among students. AJH students are youth in care who face complex personal and societal challenges that hinder their educational attainment and overall well-being. Many of the students have a history of Adverse Childhood Experiences (ACE) that can profoundly affect their cognitive development and emotional well-being, while high mobility rates have disrupted continuity of learning and social connections. The length of enrollment for AJH youth in care varies based on a variety of factors determined by the juvenile court. A review of enrollment data for the 2023-24 school year shows that AJH students are enrolled with us for an average of 16.2 days. This Equity Multiplier goal will provide a framework for AJH to implement additional interventions and supports to the students, the educators who teach them, and the school staff who offer support and guidance. Youth in care are at risk of academic underachievement, and meaningful, research-based, future-focused resources and supports are essential in order for AJH to provide students, regardless of their length of enrollment, with an equitable educational environment where students are able to focus on learning, personal growth, and goal-setting.

METRICS KEY:
 Student Group Abbreviations: EL= English Learner; LI = Low-Income; HL= Homeless; FY= Foster Youth; SWD= Students with Disabilities, Hisp= Hispanic

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percentage of AJH students assessed using i-Ready Reading assessment	<p>All: 70.9% EL: 77.5% LI: 77.4% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality</p> <p>(Source: i-Ready database, 2022-23 Final Diagnostic)</p>			<p>All: 80% EL: 80% LI: 80% FY: tracking this data locally, however may not publicly report due to small group size/confidentiality</p> <p>(Source: i-Ready database Final Diagnostic)</p>	
5.2	Percentage of AJH students assessed using i-Ready Math assessment (Note: i-Ready Math assessment is assigned to those students who are taking or need to take Math course(s) to complete their graduation requirements)	<p>All: 72% EL: 76.1% LI: 77.4% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality</p> <p>(Source: i-Ready database, 2022-23 Final Diagnostic)</p>			<p>All: 80% EL: 80% LI: 80% FY: tracking this data locally, however may not publicly report due to small group size/confidentiality</p> <p>(Source: i-Ready database Final Diagnostic)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	Percentage of AJH Chronically Absent students (All Grades)	All 10.6% EL: 8.2% LI: 10.6% FY: 29.5% (Source: 2023 DataQuest)			All: 8% EL: 6% LI: 8% FY: 10% (Source: DataQuest)	
5.4	Percentage of AJH Students who achieve near or above standards on the CAASPP ELA Writing Performance Area	All: 10.8% LI: 11.1% EL: tracking this data locally, however not publicly reporting due to small group size/confidentiality FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: 2023 CAASPP Results/DataQuest)			All: 25% LI: 20% EL: tracking this data locally, however may not publicly report due to small group size/confidentiality FY: tracking this data locally, however may not publicly report due to small group size/confidentiality (Source: CAASPP Results/DataQuest)	
5.5	Percentage of AJH Students who achieve near or above standards on the CAASPP ELA Research/Inquiry Performance Area	All: 54.1% LI: 52.8% EL: tracking this data locally, however not publicly reporting due to small group size/confidentiality FY: tracking this data locally, however not			All: 60% LI: 60% EL: tracking this data locally, however may not publicly report due to small group size/confidentiality	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		publicly reporting due to small group size/confidentiality (Source: 2023 CAASPP Results/DataQuest)			FY: tracking this data locally, however may not publicly report due to small group size/confidentiality (Source: CAASPP Results/DataQuest)	
5.6	(DASS/Alternative School) Percentage of AJH students reflected in the One Year 12th Grade Cohort Graduation Rate	All: 49% EL: 81% LI: 49% SWD: 90% Hisp: 52.9% EL: tracking this data locally, however not publicly reporting due to small group size/confidentiality FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: AJH CA Dashboard Additional Report/2023)			All: 55% EL: 87% LI: 55% SWD: 92% Hisp: 58% EL: tracking this data locally, however may not publicly report due to small group size/confidentiality FY: tracking this data locally, however may not publicly report due to small group size/confidentiality (Source: AJH CA Dashboard Additional Report)	
5.7	Percentage of AJH students making progress toward English language proficiency or	4.6% (Source: 2023 CA Dashboard, English			15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	maintaining the highest level attainable (ELPI).	Learner Progress Indicator-ELPI)			(Source: CA Dashboard, English Learner Progress Indicator-ELPI)	
5.8	Percentage of AJH graduates "prepared" or "approaching prepared" as reflected on the CA Dashboard College and Career Indicator	CCI: PREPARED All: 1.0% EL: 2.9% Hisp: 1.7% HL: 0.0% LI: 1.0% SWD: 0.0% CCI: APPROACHING PREPARED 0% (Source: 2023 CA Dashboard & Dashboard Additional Reports)			CCI: PREPARED All: 5% EL: 5% Hisp: 5% HL: 5% LI: 5% SWD: 5% CCI: APPROACHING PREPARED 5% (Source: CA Dashboard & Dashboard Additional Reports)	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Creating Future Ready Learning Environments in AJH	Creating future-ready learning environments for youth in care enrolled in ACCESS Juvenile Hall school (AJH) is essential for students to successfully reintegrate into society and experience long-term success. OCDE recognizes that education plays a pivotal role in breaking the cycle of recidivism by equipping youth with the skills and knowledge needed to pursue positive pathways. To the extent possible in the restrictive environments, OCDE will provide improved, modern learning environments which will allow AJH students to gain greater access to current technology, Artificial Intelligence (AI), experiential learning opportunities, and career-focused education designed to meet the demands of the modern workforce and enhance their skills in research and writing. These opportunities will foster critical thinking, problem-solving, and digital literacy skills needed to navigate an increasingly complex world. Providing additional equitable opportunities to youth in care will promote personal growth, self-esteem, and a sense of purpose, increasing the likelihood of productive citizenship and positive outcomes.	\$112,405.00	No
5.2	Increasing Student Achievement Through Improved System Practices for Youth in Care Settings	To ensure that AJH students receive the best possible education, regardless of length of enrollment, OCDE will prioritize creating learning environments tailored to their unique needs, including implementing expanded evidence-based services and supports that are equitable and accessible to all students to the greatest possible extent. The distinctive challenges faced by schools that operate in facilities for youth in care demand innovative approaches to education that can adapt to environments that change daily. The administrative services supporting the	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>school must also be regularly updated to ensure the effectiveness of the educational program, particularly in areas such as staffing, equity, diversity, and cybersecurity. OCDE will enhance school-family interaction to support the educational journey of youth in care by offering additional supports to parents and guardians, such as increased clarity on school operations and advanced communication channels using digital resources.</p>		
5.3	Enhanced Collaborations to Introduce Expanded Services for Students	<p>Enhanced collaborations with community partners play a crucial role in improving the educational attainment of youth in care by providing an expanded range of resources, support networks, and opportunities that extend beyond the confines of the facility in which they reside. These partnerships leverage the expertise, resources, and networks of community organizations, institutions of higher education, and businesses to create comprehensive educational programs tailored to the unique needs of students enrolled in AJH. By bringing diverse perspectives and resources to the AJH school program, OCDE will enrich the students' educational experience. Expanded collaborations with local colleges and vocational training programs will allow us to offer a broader range of educational pathways that align with the interests and goals of AJH students and bring a new diversity of educational opportunities which will increase engagement and motivation among students, leading to higher levels of educational attainment.</p> <p>Through the expansion of community collaborations, OCDE will further facilitate the successful integration of youth in care back into society upon release by establishing connections with employers, housing providers, and social service agencies who offer specialized job training programs, mentorship initiatives, and additional support services to help the students successfully reintegrate into their communities and pursue further education or employment opportunities and empower AJH students to persevere in their educational pursuits despite challenges.</p>	\$332,009.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	Expanding the Educational Team to Maximize Student Success	<p>The addition of staff to the AJH school teams will improve the educational outcomes of the youth in care students by increasing individualized support, expanding educational opportunities, improving classroom dynamics, enhancing program development, and facilitating the delivery of expanded support services. Addressing staffing shortages is crucial for maintaining a functional learning environment. OCDE will work to implement new, enhanced practices that incorporate feedback from AJH classroom staff, school administrative offices, and our county partners to better understand and address these shortages effectively. With extra school staff available, students will receive more personalized guidance and academic assistance, fostering an environment conducive to learning and encouraging improved behavior in class. The presence of additional staff will allow for a wider range of educational programs and cocurricular activities tailored to student needs and interests, while the increased collaborative planning time among school staff and facility staff will lead to innovative teaching methods and engaging projects to further enhance the educational experience.</p>	\$431,698.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$10,870,493	\$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
16.423%	18.652%	\$12,701,277.46	35.075%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Family Engagement to Close Equity Gaps</p> <p>Need: Families of unduplicated student groups (English Learners, Foster Youth, and students who are Low Income/SED) and students with disabilities have expressed feelings of disconnect from their schools due to scheduling, childcare, and transportation conflicts, language barriers, and the need for</p>	OCDE will provide students and their families with transportation assistance via bus passes and increased opportunities to participate in multi-lingual activities scheduled at a variety of times, such as parenting workshops and parent/school information sessions, that ensures accessibility for all and offers parents and students the knowledge necessary to navigate the educational system and to advocate for student needs. We are also increasing the budget to support staff attendance	1.2, 1.3, 1.4, 1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>more support in building stronger connections with their children’s teachers and the school. This disconnect hampers their ability to effectively support their children’s education.</p> <p>Scope: LEA-wide</p>	<p>and participation at those events that occur outside the work day.</p> <p>Family engagement will lead to increased attendance, engagement, and academic achievement for students. Through these collaborative efforts, we strive to create an environment where every student and family feels valued, supported, and empowered to succeed. This action is being provided on an LEA-wide basis to support unduplicated students in all of our county’s alternative education sites.</p>	
<p>1.3</p>	<p>Action: Extended Learning Opportunities to Close Equity Gaps</p> <p>Need: Students who are English Learners, Foster Youth, and Low Income/SED are at a disadvantage when it comes to accessing opportunities occurring outside of the school and beyond the school day, and the lack of these valuable experiences limits their personal growth and negatively impacts student outcomes.</p> <p>Scope: LEA-wide</p>	<p>OCDE schools will provide students with extended learning opportunities (such as performing arts camp, field trips, additional classes and coursework, and hands-on workshops) that accelerate learning, increase positive, pro-social connections to school, build interpersonal skills, and encourage empowerment and collaborative team-building. Through an analysis of participant feedback and attendance data, we anticipate an overall increase in school attendance, a decline in suspension rates, heightened engagement, and improved student achievement and graduation rates, particularly among our unduplicated populations. By ensuring fair access and offering diverse opportunities for enrichment, we are laying the groundwork for every student to unlock their fullest potential. This action is being provided on an LEA-wide basis to support unduplicated students in all of our county’s alternative education sites.</p>	<p>1.1, 1.6, 1.7, 1.9, 1.10, 1.11, 2.2, 2.3, 2.4, 2.5</p>
<p>1.7</p>	<p>Action: School-Based Mental Health Services</p>	<p>To support our students who experience these challenges, we have implemented a multi-tiered system of support, which includes incorporating</p>	<p>1.2, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Students who are identified as socioeconomically disadvantaged (SED), foster youth, or those experiencing homelessness often struggle with heightened levels of anxiety and depression due to environmental instability issues beyond their control, and these obstacles frequently manifest in decreased academic performance stemming from increased absenteeism.</p> <p>Scope: LEA-wide</p>	<p>physical fitness alongside a range of mental health services tailored to meet students' individual needs. Teachers note that students who participate in these support services demonstrate improved attendance, particularly on the days of their counseling sessions. We believe this trend contributes to a student's resiliency, fostering greater self-confidence and self-efficacy, leading to sustained attendance and academic achievement, especially among students who are SED, foster youth, or experiencing homelessness. This action is being provided on an LEA-wide basis to support unduplicated students in all of our county's alternative education sites.</p>	
1.8	<p>Action: Specialized Support Services for Successful Transitions</p> <p>Need: Students who are foster youth, socioeconomically disadvantaged (SED), and/or English learners face significant challenges in their progress toward graduation due to frequent changes in school placements and housing arrangements, difficulty understanding how to navigate unfamiliar education systems, and limited access to essential resources like food, clothing, and transportation.</p> <p>Scope: LEA-wide</p>	<p>To mitigate the systemic barriers, our schools will provide specialized staff to conduct thorough transcript audits, develop tailored education plans, prepare updates for juvenile court proceedings, and analyze graduation requirements. Through strategically targeted supports for our unduplicated student populations we will establish a clear path to academic success with a focus on student groups who are faced with additional barriers to achievement. These structured interventions will empower students and families to overcome obstacles in order to reduce the number of students who drop out and improve graduation rates by equipping them with the necessary skills and resilience for a successful transition into the community, post-secondary education, and the workforce. This action is being provided on an LEA-wide basis to support unduplicated students in all of our county's alternative education sites.</p>	1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>2.1</p>	<p>Action: Individualized Academic Support to Close Equity Gaps</p> <p>Need: Students who are English Learners, SED, or foster youth are even more 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 that inhibit their ability to equitably access the curriculum and become active participants in their educational journey. 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, the need for individualized support and attention are critical for their academic and personal success.</p> <p>Scope: LEA-wide</p>	<p>To address these educational needs for these student groups, we will provide individualized academic support and tutoring 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. This action is being provided on a schoolwide basis to support unduplicated students in all of our county’s ACCESS education sites.</p>	<p>1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p>
<p>2.2</p>	<p>Action: College/Career Exploration Opportunities Principally Benefiting Students who are Low-Income/SED</p> <p>Need: Students, particularly those who are socioeconomically disadvantaged or from low-income backgrounds, often face significant</p>	<p>We will provide all students with access to extended learning opportunities to support successful transition to higher education through college and career readiness. These actions include offering equitable access to career exploration, goal-setting, and job preparedness workshops that teach resume writing, interview skills, and business attire, while also assisting with college entrance and testing fees. We believe this</p>	<p>1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>barriers in accessing information and support for post-high school transition to college and/or careers. These challenges arise for many reasons, such as limited resources, lack of information, financial constraints, and language or cultural barriers.</p> <p>Scope: Schoolwide</p>	<p>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 improved school attendance, engagement, and student achievement. This action is being provided on a schoolwide basis to support unduplicated students in all of our county's ACCESS education sites.</p>	
<p>2.9</p>	<p>Action: Advanced Technical Education to Close Equity Gaps</p> <p>Need: Students who are low income/SED in ACC often experience difficulty in accessing educational opportunities due to multiple transitions in life, disruptions in their academic journeys, and other external issues that can negatively impact how they see themselves and their futures. Challenging life experiences related to socioeconomic challenges, including homelessness, often lead to disengagement from school and lack of access to information regarding what they need to learn and do for a successful transition to college and career. There is a need to increase diversity and inclusion in industries where these students are traditionally underrepresented, which benefits the both the students and the workforce by bringing diverse perspectives and experiences to the industry.</p>	<p>Creating advanced technical learning centers for ACC students will bridge the gap in educational opportunities by providing access to state-of-the-art resources and training facilities that the students may not otherwise have which will promote improved school attendance and academic achievement as students become increasingly engaged in exploring exciting new fields of study. The centers will empower all students, but particularly benefit students who are socioeconomically disadvantaged (SED) as they develop marketable skills and pursue rewarding careers in larger scale, modern facilities.</p> <p>OCDE's advanced technical learning centers will serve as an avenue to economic stability for our unduplicated student groups by equipping them with in-demand technical skills and paving the way to higher-paying jobs that will improve their socioeconomic status and that of their families. Mentorship, career counseling, and career networking opportunities at the centers will help students navigate the complexities of the technical job market, succeed in their chosen fields, secure better livelihoods and positively impact their</p>	<p>1.9, 2.7, 2.10, 2.11</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: Schoolwide</p>	<p>communities. Empowering ACC students to achieve their full potential promotes equity and taps into a pool of talent and innovation that might otherwise go unnoticed, leading to more inclusive and prosperous communities where individuals from all backgrounds have the opportunity to thrive and contribute. This action is being provided on an schoolwide basis to support unduplicated students in our county’s ACCESS County Community school.</p>	
<p>3.6</p>	<p>Action: Staff Professional Development to Principally Benefit Students who are English Learners, Low Income/SED, or Foster Youth</p> <p>Need: Students who are English Learners, low-income, and Foster Youth require staff who are specifically trained to address the barriers to the education these students often face, including language barriers, lack of access to sufficient resources, and multiple school placements leading to gaps in education.</p> <p>Scope: LEA-wide</p>	<p>OCDE will equip educators with the necessary skills, knowledge, and resources to ensure they are well-prepared to support these students academically, emotionally, and socially. Tailored training helps teachers understand the specific challenges these students face, enabling them to create inclusive and responsive learning environments that foster student success. Staff professional development targeting the needs of students who are English Learners, low-income, or Foster Youth is essential for promoting equity and inclusion within all OCDE schools. While beneficial to all students, these trainings provide educators with skills and strategies to meet the diverse needs of unduplicated student populations, build cultural competence, and provide staff with a greater understanding of the unique challenges faced by their students. By providing evidence-based instructional strategies, addressing legal obligations, and focusing on closing achievement gaps, targeted professional development ensures that all students have equal access to high-quality education and support, leading to improved academic outcomes among unduplicated student groups.</p>	<p>3.7</p>

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>1.4</p>	<p>Action: Extended Learning Opportunities for ACCESS Students who are English Learners and their Families</p> <p>Need: English Learners (EL) and their families, including Long Term English Learners (LTELs), enrolled in ACCESS often lack the ability to effectively engage in school activities due to language barriers and unfamiliarity with the educational system.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Participation in extended learning activities has shown to significantly boost student engagement, resulting in positive outcomes for both students and their families. To ensure equitable access to these opportunities, we are committed to providing students who are English Learners (EL) and their families with customized, language accessible programs and events specific to their needs. These initiatives include bilingual parent workshops and EL parent conferences, which serve as platforms for equipping parents and students with the knowledge and skills necessary to navigate the educational landscape effectively while offering insights on advocating for student needs and facilitating connections to community resources specifically tailored to support EL families. Enhancing engagement among EL students and their families will result in positive outcomes and improved academic achievement. Through these targeted efforts, we are fostering supportive, culturally responsive environments where every EL student can thrive academically and socially. This action is being provided on a limited basis (English Learners) in OCDE's ACCESS school settings.</p>	<p>1.1, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 2.6</p>
<p>1.6</p>	<p>Action: Essential Items for Students who are SED/Low Income (Including Homeless)</p> <p>Need:</p>	<p>To address these challenges, we will leverage both school funds and donations from community partnerships to support identified students and their families with essential items such as food, clothing, shoes, school transportation aid via bus</p>	<p>1.6, 1.7, 1.8 1.9, 1.10, 1.11</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Enrollment data for the 2023-24 school year reveals that 63% of our students are designated as socioeconomically disadvantaged (SED) and 12.4% of students are also experiencing homelessness, which creates significant barriers to students' education and impedes their ability to thrive academically. Site-level data during this period reveals that students who are SED lack of access to school supplies for homework and struggle with reliable transportation to and from school resulting in inconsistent attendance and low academic performance.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>passes, and basic school supplies. By ensuring that these fundamental necessities are met, OCDE's school programs aim to promote regular school attendance among identified students, resulting in improved attendance rates, increased participation in class activities, reduced learning gaps, and enhanced achievement in reading and math as evidenced by local and State standardized assessments. This action is being provided on a limited basis (SED/low income) in all OCDE's alternative school settings.</p>	
<p>2.3</p>	<p>Action: College/Career Exploration Opportunities for Students who are Foster Youth</p> <p>Need: Due to a variety of challenges and frequent transitions that often occur in their lives, many foster youth lack awareness of and/or access to resources related to post-secondary pathways and opportunities.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Because students and families who participate in extended learning activities demonstrate increased school engagement leading to improved academic outcomes, OCDE will provide ACCESS and Connections students who are foster youth, along with their support teams and foster families, with specifically designed opportunities. These opportunities will empower and equip them with an understanding of post-secondary pathways and resources available to foster youth, leading to increased attendance, engagement, and readiness for college, careers, and civic life. This action is being provided on a limited basis (foster youth) in all OCDE's alternative school settings.</p>	<p>1.6, 1.7, 3.6</p>
<p>2.5</p>	<p>Action: Academic Support for Students who are English Learners</p> <p>Need:</p>	<p>To address the needs of our English Learner (EL) students, OCDE will provide targeted academic support, including language acquisition programs, tutoring, EL curriculum, supplemental materials, educational technology, reading books, and</p>	<p>1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Students who are English Learners (EL) enroll in OCDE's school programs with varied academic challenges due to language barriers and credit deficiencies which can negatively impact their scholastic achievement and sense of school connectedness.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>literacy software designed to enhance curriculum access and increase scholastic achievement. Additionally, specialized instructional staff will assist teachers in implementing ELD standards for English learners, offering professional development specifically designed to support students in developing academic English. As students experience success, their attendance and behavior improve, leading to increased pride in their accomplishments and momentum in their educational journey. This results in higher reclassification rates, improved English proficiency, and the closing of achievement gaps for English learners. This action is being provided on a limited basis (English Learner) in all OCDE's alternative school settings.</p>	
2.6	<p>Action: Academic Instruction and Enrichment for Students who are Adjudicated</p> <p>Need: 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.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>To address these barriers and support educational needs, we will provide high-quality instruction and 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. This action is being provided on a schoolwide basis to support unduplicated students in our county's ACCESS Juvenile Hall school where 100% of enrolled students are eligible for Free or Reduced Priced Meals and are, therefore, designated as Low Income/Socioeconomically Disadvantaged.</p>	1.6, 1.7, 2.2, 2.3, 2.4, 2.5

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>2.8</p>	<p>Action: Targeted Services to Support the Academic Development of Long-Term English Learners (LTELs)</p> <p>Need: Long-Term English Learners (LTELs), defined as students who have been enrolled in U.S. schools for six years or more without being reclassified as fluent English proficient, often face significant challenges in acquiring the literacy skills necessary to access instructional materials and textbooks, which negatively impedes their academic achievement.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>OCDE schools will offer targeted services specifically designed to support our LTELs with enhanced ELD instruction in support of English language acquisition in reading, writing, listening, and speaking, Success in these areas will increase their confidence, academic competence, and engagement, resulting in overall better outcomes, and college and career readiness, thus ensuring they have acquired the language skills necessary for future success. This action is being provided on a limited basis (LTELs) in all OCDE's alternative school settings.</p>	<p>2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p>
<p>3.5</p>	<p>Action: Coordination of Services for Students who are Foster Youth Within OCDE Schools</p> <p>Need: Foster youth often face significant challenges when they experience multiple school placements that disrupt their academic progress, social development, and emotional well-being leading to a lack of stability and inconsistent delivery of educational services.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>By establishing a systematic approach to coordinating services specifically tailored to the unique circumstances and challenges faced by foster youth within OCDE schools, we will ensure their educational success and personal development. Providing continuity of care, despite changes in living situations, will address trauma and support needs, fulfill legal obligations, prevent educational disparities, and promote collaboration among educational partners to coordinated services that play an important role in promoting positive outcomes for this vulnerable population of students. This action is being provided on a limited basis (foster youth) in all OCDE's alternative school settings.</p>	<p>3.6</p>

For any limited 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, as applicable.

The 2024-25 OCDE LCAP does not employ the use of "Planned Percentages of Improved Services" for Contributing actions; therefore, this section is not applicable to the current document.

Additional Concentration Grant Funding

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$66,192,508	10,870,493	16.423%	18.652%	35.075%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$51,161,764.00	\$5,787,563.00	\$24,294,494.00	\$1,850,720.00	\$83,094,541.00	\$72,816,180.00	\$10,278,361.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Increased Communication for All Educational Partners	All	No			All Schools	3 years	\$329,332.00	\$114,745.00	\$440,035.00		\$1,984.00	\$2,058.00	\$444,077.00	
1	1.2	Family Engagement to Close Equity Gaps	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$159,040.00	\$157,100.00	\$231,455.00		\$31,678.00	\$53,007.00	\$316,140.00	
1	1.3	Extended Learning Opportunities to Close Equity Gaps	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: ACCESS schools	3 years	\$2,199,170.00	\$774,432.00	\$2,893,942.00		\$79,660.00		\$2,973,602.00	
1	1.4	Extended Learning Opportunities for ACCESS Students who are English Learners and their Families	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: ACCESS	3 years	\$111,626.00	\$149,500.00	\$240,401.00			\$20,725.00	\$261,126.00	
1	1.5	Healthy and Positive School Environments	All	No			All Schools	3 years	\$2,112,507.00	\$637,506.00	\$2,385,322.00		\$364,691.00		\$2,750,013.00	
1	1.6	Essential Items for Students who are SED/Low Income (Including Homeless)	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	3 years	\$382,518.00	\$869,549.00	\$975,022.00			\$277,045.00	\$1,252,067.00	
1	1.7	School-Based Mental Health Services	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 years	\$1,084,329.00	\$598,500.00	\$1,682,829.00				\$1,682,829.00	
1	1.8	Specialized Support Services for Successful Transitions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$1,663,126.00	\$6,774.00	\$1,537,993.00	\$32,913.00	\$82,282.00	\$16,712.00	\$1,669,900.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Mental Health Services for Students with Disabilities	Students with Disabilities	No			All Schools	3 years	\$2,934,548.00	\$0.00	\$539,562.00	\$410,794.00	\$1,984,192.00		\$2,934,548.00	
2	2.1	Individualized Academic Support to Close Equity Gaps	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: ACCESS schools	3 years	\$1,546,514.00	\$12,800.00	\$1,514,624.00			\$44,690.00	\$1,559,314.00	
2	2.2	College/Career Exploration Opportunities Principally Benefiting Students who are Low-Income/SED	Low Income	Yes	School wide	Low Income	Specific Schools: ACCESS schools	3 years	\$2,352.00	\$138,050.00	\$140,402.00				\$140,402.00	
2	2.3	College/Career Exploration Opportunities for Students who are Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	3 years	\$107,942.00	\$4,750.00	\$104,336.00			\$8,356.00	\$112,692.00	
2	2.4	Individualized Academic Support for Students who are Foster Youth in Group Homes/Short-Term Residential Therapeutic Programs (STRTP)	Foster youth in residential care in Orange County	No			All Schools	3 years	\$665,219.00	\$10,651.00	\$83,541.00	\$236,491.00		\$355,838.00	\$675,870.00	
2	2.5	Academic Support for Students who are English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	\$3,002,365.00	\$77,527.00	\$3,079,892.00				\$3,079,892.00	
2	2.6	Academic Instruction and Enrichment for Students who are Adjudicated	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: ACCESS Juvenile Hall School (AJH)	3 years	\$6,997,753.00	\$134,339.00	\$5,710,326.00		\$539,623.00	\$882,143.00	\$7,132,092.00	
2	2.7	Career Technical Education Opportunities for All Students, Including Students with Disabilities	All Students with Disabilities	No			All Schools	3 years	\$758,259.00	\$577,679.00	\$1,254,641.00	\$81,297.00			\$1,335,938.00	
2	2.8	Targeted Services to Support the Academic Development of Long-Term English Learners (LTELs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	\$406,487.00	\$0.00	\$406,487.00				\$406,487.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
2	2.9	Advanced Technical Education to Close Equity Gaps	Low Income	Yes	School wide	Low Income	Specific Schools: ACCESS County Community school	3 years	\$0.00	\$3,500,000.00	\$3,500,000.00				\$3,500,000.00	
3	3.1	Facilities Maintenance	All	No			All Schools	3 years	\$765,585.00	\$607,710.00	\$809,295.00	\$564,000.00			\$1,373,295.00	
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/SED, Foster Youth, and Homeless	All	No			All Schools	3 years	\$42,095,259.00	\$563,523.00	\$21,484,106.00		\$21,174,676.00		\$42,658,782.00	
3	3.3	Coordination of Services for Expelled Youth	All Students who have been expelled	No			All Schools	3 years	\$789,439.00	\$2,000.00	\$791,439.00				\$791,439.00	
3	3.4	Coordination of Services for Orange County Foster Youth	All Foster youth in Orange County	No			All Schools	3 years	\$1,145,093.00	\$0.00	\$154,970.00	\$799,977.00		\$190,146.00	\$1,145,093.00	
3	3.5	Coordination of Services for Students who are Foster Youth Within OCDE Schools	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	3 years	\$491,268.00	\$10,000.00	\$465,560.00		\$35,708.00		\$501,268.00	
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	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$574,948.00	\$160,636.00	\$735,584.00				\$735,584.00	
4	4.1	Creating Future-Ready Learning Environments in ACC	All	No			Specific Schools: ACCESS County Community school (ACC)	3 years	\$0.00	\$522,502.00		\$522,502.00			\$522,502.00	
4	4.2	Increasing Student Achievement Through	All	No			Specific Schools:	3 years	\$12,270.00	\$165,000.00		\$177,270.00			\$177,270.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Improved System Practices					ACCESS County Community school (ACC)									
4	4.3	Enhanced Collaborations to Introduce Expanded Services for Students	All	No			Specific Schools: ACCESS County Community school (ACC)	3 years	\$0.00	\$150,000.00		\$150,000.00			\$150,000.00	
4	4.4	Expanding the Educational Team to Maximize Student Success	All	No			Specific Schools: ACCESS County Community school (ACC)	3 years	\$1,886,207.00	\$0.00		\$1,886,207.00			\$1,886,207.00	
5	5.1	Creating Future Ready Learning Environments in AJH	All	No			Specific Schools: ACCESS Juvenile Hall school (AJH)	3 years	\$18,405.00	\$94,000.00		\$112,405.00			\$112,405.00	
5	5.2	Increasing Student Achievement Through Improved System Practices for Youth in Care Settings	All	No			Specific Schools: ACCESS Juvenile Hall school (AJH)	3 years	\$0.00	\$50,000.00		\$50,000.00			\$50,000.00	
5	5.3	Enhanced Collaborations to Introduce Expanded Services for Students	All	No			Specific Schools: ACCESS Juvenile Hall school (AJH)	3 years	\$142,921.00	\$189,088.00		\$332,009.00			\$332,009.00	
5	5.4	Expanding the Educational Team to Maximize Student Success	All	No			Specific Schools: ACCESS Juvenile Hall school (AJH)	3 years	\$431,698.00	\$0.00		\$431,698.00			\$431,698.00	

2024-25 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
\$66,192,508	10,870,493	16.423%	18.652%	35.075%	\$23,218,853.00	0.000%	35.078 %	Total:	\$23,218,853.00
								LEA-wide Total:	\$8,596,427.00
								Limited Total:	\$10,982,024.00
								Schoolwide Total:	\$3,640,402.00

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	\$231,455.00	
1	1.3	Extended Learning Opportunities to Close Equity Gaps	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: ACCESS schools	\$2,893,942.00	
1	1.4	Extended Learning Opportunities for ACCESS Students who are English Learners and their Families	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: ACCESS	\$240,401.00	
1	1.6	Essential Items for Students who are SED/Low Income (Including Homeless)	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$975,022.00	
1	1.7	School-Based Mental Health Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$1,682,829.00	
1	1.8	Specialized Support Services for Successful Transitions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,537,993.00	

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 (%)
2	2.1	Individualized Academic Support to Close Equity Gaps	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: ACCESS schools	\$1,514,624.00	
2	2.2	College/Career Exploration Opportunities Principally Benefiting Students who are Low-Income/SED	Yes	Schoolwide	Low Income	Specific Schools: ACCESS schools	\$140,402.00	
2	2.3	College/Career Exploration Opportunities for Students who are Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$104,336.00	
2	2.5	Academic Support for Students who are English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$3,079,892.00	
2	2.6	Academic Instruction and Enrichment for Students who are Adjudicated	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: ACCESS Juvenile Hall School (AJH)	\$5,710,326.00	
2	2.8	Targeted Services to Support the Academic Development of Long-Term English Learners (LTELs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$406,487.00	
2	2.9	Advanced Technical Education to Close Equity Gaps	Yes	Schoolwide	Low Income	Specific Schools: ACCESS County Community school	\$3,500,000.00	
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	\$465,560.00	
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	\$735,584.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$80,945,250.00	\$67,438,884.00

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	\$212,527.00	\$192,487
1	1.2	Family Engagement to Close Equity Gaps	Yes	\$398,239.00	\$325,202
1	1.3	Extended Learning Opportunities to Close Equity Gaps	Yes	\$1,646,251.00	\$757,847
1	1.4	Extended Learning Opportunities Principally Benefiting Students who are English Learners and their Families	Yes	\$273,689.00	\$326,402
1	1.5	Healthy and Positive School Environments	No	\$2,496,161.00	\$2,147,091
1	1.6	Essential Items for Students who are Low Income/SED (Including Homeless)	Yes	\$437,018.00	\$358,758
1	1.7	School-Based Mental Health Services	Yes	\$3,786,654.00	\$1,210,330
1	1.8	Specialized Support Services for Successful Transitions	Yes	\$1,623,678.00	\$1,472,854
1	1.9	Mental Health Services for Students with Disabilities	No	\$2,775,096.00	\$2,203,326
2	2.1	Individualized Academic Support to Close Equity Gaps	Yes	\$2,361,237.00	\$1,299,331

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	2.2	College/Career Exploration Opportunities Principally Benefiting Students who are Low-Income/SED	Yes	\$50,342.00	\$134,320
2	2.3	College/Career Exploration Opportunities for Students who are Foster Youth	Yes	\$28,754.00	\$25,877
2	2.4	Individualized Academic Support for Students who are Foster Youth in Group Homes/Short-Term Residential Therapeutic Programs (STRTP)	No	\$958,681.00	\$892,001
2	2.5	Academic Support for Students who are English Learners	Yes	\$1,289,442.00	\$871,023
2	2.6	Individualized Academic Support for Students who are Adjudicated	Yes	\$1,760,604.00	\$1,359,283
2	2.7	Career Technical Education Opportunities for All Students, Including Students with Disabilities	No	\$443,753.00	\$512,125
3	3.1	Facilities Maintenance	No	\$1,489,163.00	\$1,292,734
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/SED, Foster Youth, and Homeless	No	\$51,218,867.00	\$48,346,755
3	3.3	Coordination of Services for Expelled Youth	No	\$967,623.00	\$734,093
3	3.4	Coordination of Services for Orange County Foster Youth	No	\$1,058,308.00	\$1,025,629
3	3.5	Coordination of Services for Students who are Foster Youth Within OCDE Schools	Yes	\$179,535.00	\$324,739
3	3.6	Staff Professional Development to Principally Benefit Students who are	Yes	\$740,736.00	\$818,140

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)
		English Learners, Low Income/SED, or Foster Youth			
4	4.1	Interventions and Supports for Students who are English Learners	Yes	\$1,013,892.00	\$23,035
4	4.2	Interventions and Supports for Students who are Hispanic	No	\$50,000.00	\$40,000
4	4.3	Interventions and Supports for Students who are Experiencing Homelessness	Yes	\$35,000.00	\$23,500
4	4.4	Interventions and Supports for Students who are Socioeconomically Disadvantaged (SED)	Yes	\$3,650,000.00	\$722,002

2023-24 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)
\$11,866,739	\$16,423,989.00	\$7,813,611.00	\$8,610,378.00	0.000%	0.000%	0.000%

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	\$257,123.00	\$184,521		
1	1.3	Extended Learning Opportunities to Close Equity Gaps	Yes	\$1,620,346.00	\$741,518		
1	1.4	Extended Learning Opportunities Principally Benefiting Students who are English Learners and their Families	Yes	\$226,181.00	\$286,457		
1	1.6	Essential Items for Students who are Low Income/SED (Including Homeless)	Yes	\$211,132.00	\$806,255		
1	1.7	School-Based Mental Health Services	Yes	\$3,673,378.00	\$1,113,585		
1	1.8	Specialized Support Services for Successful Transitions	Yes	\$1,495,296.00	\$1,360,236		
2	2.1	Individualized Academic Support to Close Equity Gaps	Yes	\$2,257,149.00	\$1,203,463		
2	2.2	College/Career Exploration Opportunities Principally Benefiting Students who are Low-Income/SED	Yes	\$50,342.00	\$134,320		
2	2.3	College/Career Exploration Opportunities for Students who are Foster Youth	Yes	\$3,750.00	\$3,250		

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	2.5	Academic Support for Students who are English Learners	Yes	\$1,043,523.00	\$705,772		
2	2.6	Individualized Academic Support for Students who are Adjudicated	Yes	\$100,000.00	\$63,350		
3	3.5	Coordination of Services for Students who are Foster Youth Within OCDE Schools	Yes	\$46,141.00	\$289,716		
3	3.6	Staff Professional Development to Principally Benefit Students who are English Learners, Low Income/SED, or Foster Youth	Yes	\$740,736.00	\$818,140		
4	4.1	Interventions and Supports for Students who are English Learners	Yes	\$1,013,892.00	\$23,035		
4	4.3	Interventions and Supports for Students who are Experiencing Homelessness	Yes	\$35,000.00	\$23,500		
4	4.4	Interventions and Supports for Students who are Socioeconomically Disadvantaged (SED)	Yes	\$3,650,000.00	\$56,493		

2023-24 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)
\$68,095,665	\$11,866,739	12.70%	30.127%	\$7,813,611.00	0.000%	11.474%	\$12,701,277.46	18.652%

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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).

**LOCAL CONTROL AND ACCOUNTABILITY PLAN
ACRONYMS**

Appendix A

ACC ACCESS County Community school

ACCESS Alternative, Community, and Correctional Education Schools and Services

AI Artificial Intelligence

AJH ACCESS Juvenile Hall school

AP Advanced Placement

CAASPP California Assessment of Student Performance and Progress

CALPADS California Longitudinal Pupil Achievement Data Systems

CCI College and Career Indicator

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

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

Appendix A

DASS Dashboard Alternative School Status

DHH Deaf and Hard of Hearing

DELAC District English Learner Advisory Committee

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

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

Appendix A

HLC Harbor Learning Center

IEP Individual Education Plan

LCAP Local Control and Accountability Plan

LCFF Local Control Funding Formula

LEA Local Education Agency

LTEL Long-term English learner students

MTSS Multi-Tiered System of Support

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 Pathologists

SSC School Site Council

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

Appendix A

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

UDL Universal Design for Learning

WASC Western Association of Schools and Colleges

EDUCATIONAL PARTNERS

Appendix B

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

211 Orange County	Fullerton College
Blue Ribbon Commission of Orange County	Girls, Inc.
Boys & Girls Club of Greater Anaheim - Cypress	Giving Children Hope
Boys & Girls Club of Garden Grove	Grandparent Autism Network
Boys & Girls Club of Tustin	HERO for Kids Foundation
Boys & Girls Club of Santa Ana	Home Aid Family Care Center
California State University, Fullerton	Human Options
Canyon Presbyterian Church of Orange	Huntington Beach Youth Shelter
Casa Youth Shelter	Inside the Outdoors
Catholic Charities	Junior Achievement
Chapman University	Latino Educational Attainment Initiative
Coast Community College District	Latino Health Access
Community Foundation of Orange	Mothers Against Drunk Driving (MADD)
Court Appointed Special Advocates for Children (CASA)	Mariners Church
Department of Rehabilitation, Orange County	National Charity League
ELKS Club of Orange	New Alternatives Wrap-Around Program
Families and Communities Together (FaCT)	North Orange County Community College District
Family Solutions Collaborative	Olive Crest Strong Families
First Presbyterian Church of Orange	Orange Coast College

EDUCATIONAL PARTNERS

Appendix B

Orange County Asian Pacific Islander Community Alliance
(OCAPICA)

Orange County Business Council

Orange County Community Foundation

Orange County District Attorney's Office

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

Orange County Transition Initiative

Orangewood Foundation

Rancho Santiago Community College District

Ready, Set, OC

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

Special Olympics of Orange County

St. Vincent de Paul Society

Sunburst Youth Academy Booster Club

Teams of Advocates for Special Kids (TASK)

Taller de San Jose/Hope Builders

Trinity Presbyterian Church of Orange and Westminster

United States National Guard

University of California, Irvine

University of Southern California

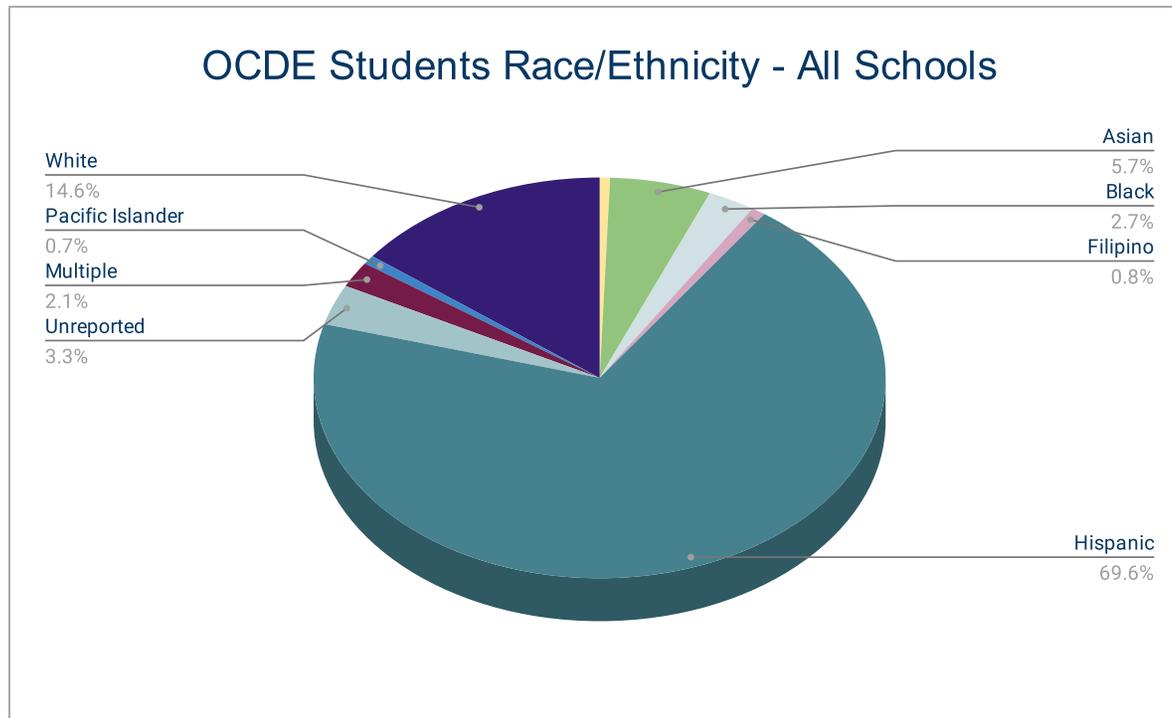
Vanguard University

Waymakers

Western Youth Services

YES – Youth Employment Services of Anaheim

YES – Youth Employment Services of Costa Mesa



Race/Ethnicity	Count	Percentage
American Indian	14	0.27%
Asian	137	4.10%
Black	64	2.66%
Filipino	19	0.69%
Hispanic	1666	77.70%
Unreported	78	3.25%
Multiple	50	1.70%
Pacific Islander	17	0.59%
White	350	9.05%
Grand Total	2395	

Family Engagement Events in ACCESS 2021-2024

By Epstein's Typology

Type of Engagement	2021-22	2022-23	2023-24
Type 1 – Parenting	104	158	197
Type 2 – Communicating	24	36	25
Type 3 – Volunteering	38	44	16
Type 4 – Learning at Home	7	14	16
Type 5 – Decision Making	20	21	29
Type 6 – Collaborating with the Community	76	16	14
Type 7 – Relationship Building	6	11	39
TOTAL	275	300	336

Appendix E

ACCESS Parent Feedback

2023-2024

Prepared by
Orange County Department of Education
Evaluation & Data Center

February 2024

ACCESS 2023-2024 Parent Feedback

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:

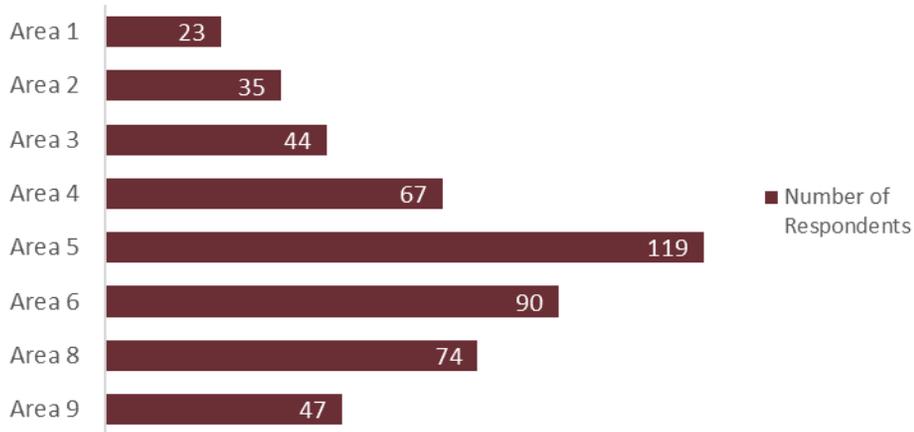
The survey was administered online with an approximate 5-week administration window: January 10, 2024, to February 16, 2024. Following the standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 499 survey responses were received (N=499 parents).

Analysis:

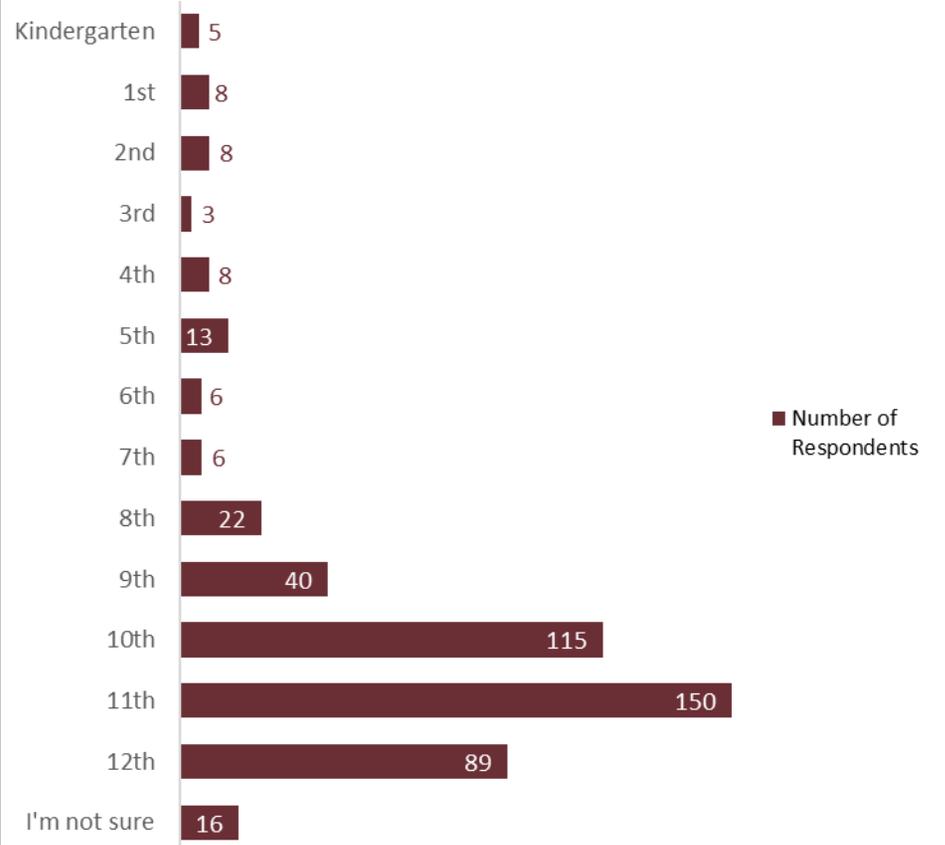
The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received.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

ACCESS 2023-2024 Parent Feedback

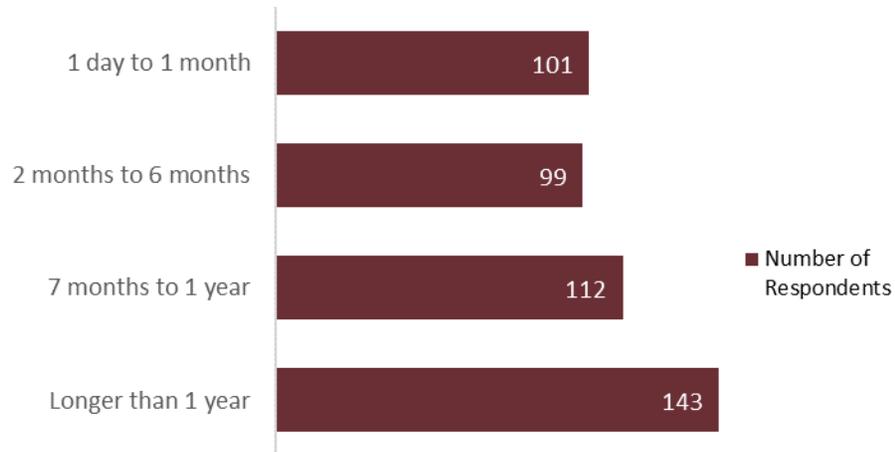
What Area does your child attend?



My child's grade level:



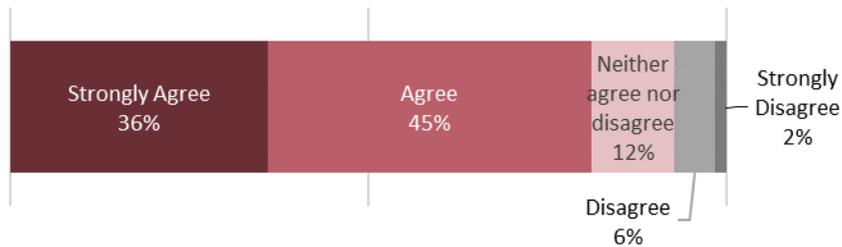
How long has your child been enrolled in an ACCESS school?



ACCESS 2023-2024 Parent Feedback

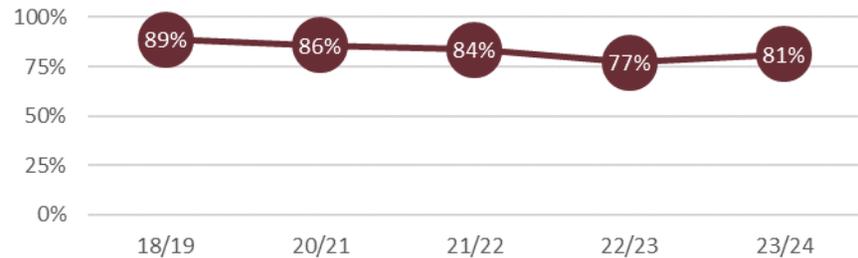
1. I feel my child is making academic progress.

n=458



Comparison to Prior Years

Note. % Strongly Agree + % Agree



Appreciation/
Positive
Comments

- Access / Skyview has help my children an all areas I would love Skyview to be kept as k12th community school they are very focused and help a lot of kids thrive. Please don't break up our community
- Contenta de tener mi hijo en sunburst [Happy to have my son in Sunburst]
- el esta contento porque esta en una escuela y puede continuar sus estudios [He is happy because he is in a school and can continue his studies]
- Estoy feliz por mejoramiento de mi hijo [I am happy with my son's improvement]
- Estoy muy feliz por k mi hijo está en esa escuela [I am very happy because my son is in that school]
- He has difficulty attending school. Testing was just completed and I hope it will result in a game plan for his education where we could work with the district to address his needs.
- he has no distraction and he gets help when he asks
- He seems to be on track. My wife takes care of all his education
- Her teacher and [FCL] have did their best encouraging her
- I am so thankful for PCHS's help. They have listened to our needs and provided viable solutions of support that NMUSD was not open to.
- I believe my son is learning more.
- Lo movieron a 1 vez por semana. El maestro es muy lindo, viene a la casa. [He was moved to 1 per week. The teacher is very nice, came to see him to the house]
- Mi hija está muy contenta [My daughter is very happy]
- Mi hijo está muy feliz. Me dice en una carta que ya logro tener Letra A. como calificación [My son is very happy. He tells me in a letter that I already managed to have an A for his grade]
- Mi hijo progreso bastantemente en Sunburst. El se graduó de Sunburst y ya regresó a su escuela. [My son progressed a lot at Sunburst. He graduated from there and has returned to his school]

ACCESS 2023-2024 Parent Feedback

	<ul style="list-style-type: none"> • My child is working to take HSE exam • My son is extremely happy with the program and his progress. • my son says he is working to graduate, he likes his teachers • Nunca habia tenido un maestro como [el]. [Never had a teacher like him] • Progressing nicely • Proud of my kid I noticed a lot of change • Se siente bien mi hijo en el batallón [My son feels good in the battalion] • The teachers and school staff are amazing here! They REALLY take the time with my son, and his teachers even motivate him to check his credits often and what to take. I appreciate them so much. • They gave me his grades, and they are helping him. • This program has been great while she recovers from anxiety attacks • Very proud of my son for attending such a great opportunity! • We get to work with her one on one • Yes, my son just started at his new site and is exited because he didn't think he was going to graduate but with the help he is going to reach his goal.
<p>Mixed-sentiment Comments</p>	<ul style="list-style-type: none"> • For sure, academically, he can do it. But at this point I would like him back at ACCESS doing packets. I was also hoping to get him back into his regular district but his friends are there and will get back into trouble. • my son is having a hard time but i feel is making progress. he participated in an essay contest in juvenile hall • When [my child] started ACCESS she was doing great but I don't know what happened she started slowing down and now she has a lot of homework unfinished. I believe she needs therapy. • While my daughter typically receives straight As, our youth admittedly memorizes answers to test questions, yet they don't know how their learnings are applicable in the real world. I listen to youth conversations, and they often share a mutual hatred for the traditional school system.
<p>Suggestions/ Needs</p>	<ul style="list-style-type: none"> • Es muy diferente, no tienen responsabilidad. [it's very different, no responsibility] • history teacher does not challenge him • I believe he could be doing better • i dont know how many credits my son is getting. • I dont know how my son is doing. • I feel like like there are a lot subs and makes it difficult for my student to turn in work. He needs something more consistent. • i have no contact information or access to my son • i think he could be challenged more. my son tells me his work is alot of packets • I wish classes offered more often. • I would like information on his academic progress and how he is progressing in classes. • I Would like to see more visual type of teaching geared around non-verbal conceptualización for students with dyslexia. • It is probably too easy but understand the situations • My child has a 504 plan and her teachers are still not giving her full points for late work due to her migraine headaches

ACCESS 2023-2024 Parent Feedback

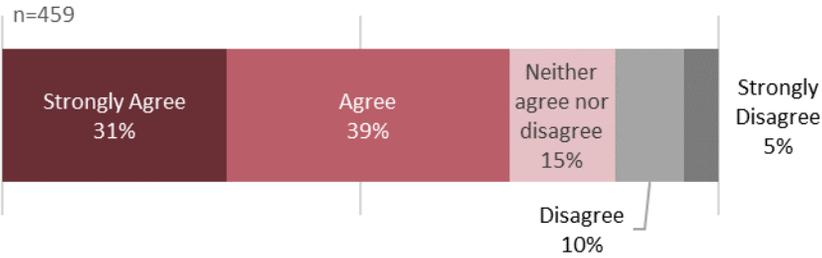
- My child is struggling at home with completing assignments. I need more at home or after hours assistance.
- My grandson is bored, he's not being challenged. said the work is too easy. just because he is in juvenile hall doesn't mean to make the work easy.
- My son is having some motivation and mental health issues.
- Not sure because you don't any information from school.
- School should be able to make the child stay at school.
- She has a hard time attending
- She's a sensitive individual/ ADHD SHE'S been talked by her cadres so disrespectful which she's lost that fire/ enthusiasm/push...she wants to come home. If anyone can share this to the cadres (black boxes) don't work
- the last two meetings my sons credits haven't been updated
- Without the help of CHEP I have been doing well teaching my child.

Neutral-
sentiment
Comments

- A mi hijo le cuesta trabajo levantarse en las mañanas [My son has a hard time getting up in the morning]
- Apenas el martes 13 Febrero [Just Tuesday February 13th]
- Catching up
- entra y sale de la carcel y no va a la escuela [in and out of jail and doesn't go to school]
- He just started 3 weeks ago
- He just started so there is no updates as of now
- I'm not certain because he just began the academic progress.
- Mom says that her child has been absent for numerous days and just started coming back to school so she doesn't have enough information to answer question.
- My son was only there for a few weeks
- Porque no dejan que veamos a nuestros hijos [Because they don't let us see our children]
- Si no avanza es por él a veces no quiere ir a la escuela [If he does not advance it is because sometimes he does not want to go to school]
- somewhat, its my nephew's attitude
- student has not been attending
- This is hard to answer because my child has been enrolled less than a month and I have had no contact with the school
- Too early to tell

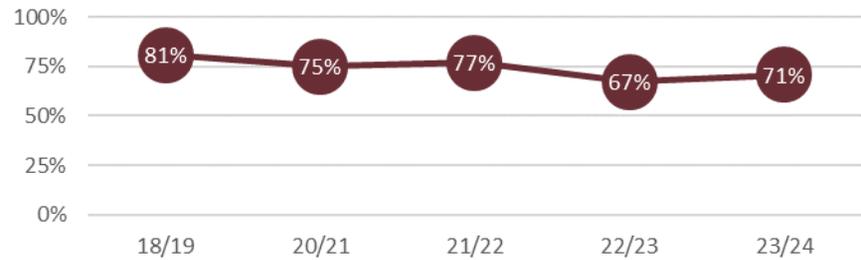
ACCESS 2023-2024 Parent Feedback

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

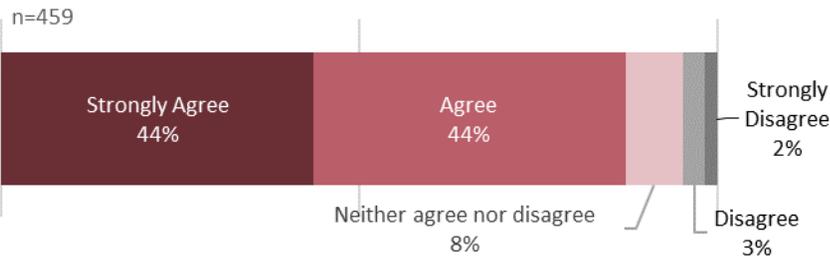


Comparison to Prior Years

Note. % Strongly Agree + % Agree

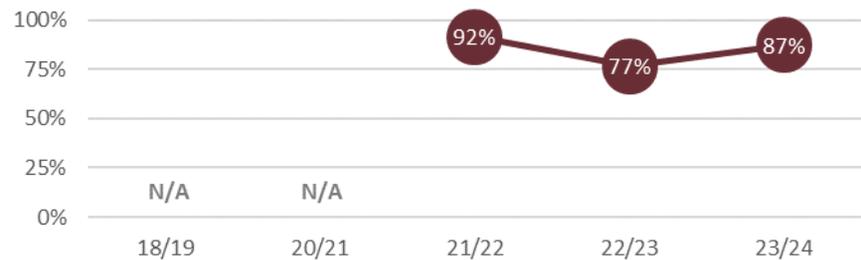


2. a) I feel comfortable reaching out to my child's school.



Comparison to Prior Years

Note. % Strongly Agree + % Agree



Appreciation/
Positive
Comments

- As stated before this staff is always helpful and kind! They have helped my son alot!
- Current teacher good at communicating.
- Excelente [Excellent]
- Hablo con [FCL] [I speak to FCL]
- hablo con [FCL] todos los dias y agarro comida y panales [I talk to FCL every day and get food and diapers]
- he just started back. We had a meeting and i feel good about it.
- I dont have a problem reaching out to his teachers or counselors
- [The teachers] have made this year one of the best because of their commitment to making sure our child is successful.
- Spoke to [teacher]
- The teacher has reached out to give updates and is very accessible.
- the teachers email me so that's great

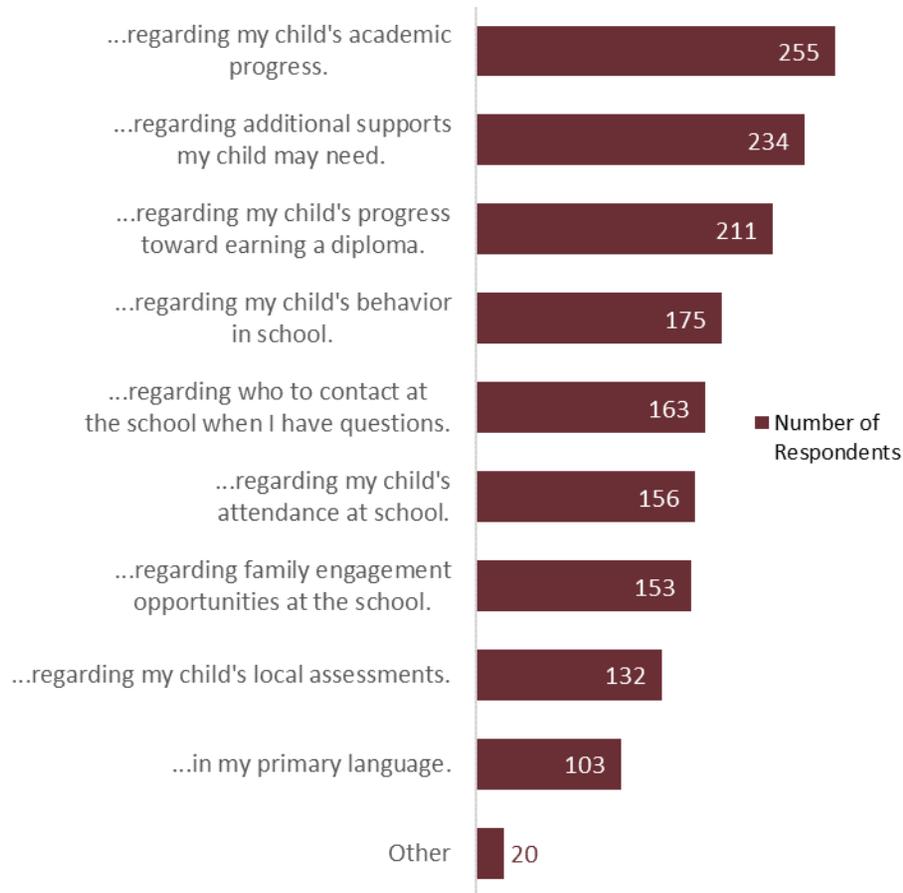
ACCESS 2023-2024 Parent Feedback

	<ul style="list-style-type: none"> • They are welcoming and answer my questions. I drop him off early and there is someone there to receive him and make him feel welcome. • Todos trabajamos en conjunto y contentos Gracias por todos los esfuerzos y dedicación a los jóvenes [We all work together and happy, thank you for all efforts and dedication to young people] • We have spoke the enrollment personal about my child's condition. • Yo me sentia muy comodo comunicarse con la escuela. [I felt very comfortable communicating with the school.]
Mixed-sentiment Comments	<ul style="list-style-type: none"> • i talk to my son and he tells me that school is going good for him but i am worried about his credits because he is 18 years old
Suggestions/Needs	<ul style="list-style-type: none"> • espero con su ayuda poder ayudar mas a mi hijo [I hope that with your help, assist my son more] • i didn't know who to call • I don't know how to connect with them. • i dont know who to contact • I don't know who to reach out to. I only receive emails from the Principal. • i dont know who to talk to or call • I feel that since my son is in juvenile hall, I don't get the opportunity to speak to his teachers. • I have not tried. I thought me getting involved would make matters worst. My son rebels against me. • I think we are due to have an iep, but not sure • i want to talk to my son teachers but its hard because i work and dont know who to call • I would like to keep up with the progress of my son, but not sure who to call. He's in juvenile hall. • I would love to talk to his teachers but don't know how to begin contacting anyone. Where do I begin? • its hard to talk to his teachers one by one because most of the time they're not available • Just started school, not sure who teachers are. • No eh tenido communication con los maestros [I have not had communication with the teachers] • No he tenido tanta comunicación con los maestros porque ella está haciendo el contrato independiente (CL) [I have not had so much communication with the teachers because she is doing the independent contract (CL)] • No re ablandó con nadie pero espero que si este asiendo todo bien mi hijo [He did not soften up with anyone but I hope that my son is doing everything well] • Parent feels that the school does not communicate well with her regarding transferring her child to another teacher, attendance and if the teacher will have a substitute that day. • They are racist and discriminate against minorities. • We never got to converse with sunburst teachers. • Which I have to often as they don't communicate with me and have terrible communication with my student as well.
Neutral-sentiment Comments	<ul style="list-style-type: none"> • he was only there for 1 day • My son has approximately two weeks in the school I can't really answer the survey too soon

ACCESS 2023-2024 Parent 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

- Communicate with parents regarding educational and career counseling options
- Comunicación siempre nos ayudará es mi opinión personal [Communication will always help us is my opinion]
- Educate us on how we can understand the IEP and help them at home
- Espanol [Spanish]
- Espanol [Spanish]
- Getting my son to go to school
- I don't think anyone knows anything about my kid.
- Let me homeschool my child
- Make all meetings on a weekend and not a weekday
- May we have more zoom classes?
- Mom says that she calls the school but sometimes there is no answer.
- More classes/activities
- Regular counseling
- Spanish

ACCESS 2023-2024 Parent Feedback

Appreciation/ Positive Comments

- Access/ Skyview is an amazing school. There is nothing that needs to be changed. Just be kept as a small community school as it has been
- all have done an excellent job
- communication is awesome, astounding; parent is happy with school
- Es bueno [It's good]
- Everything is great! Love your school.
- Great job at family engagement opportunities.
- Ha avanzado mas que en la otra escuela. Ya no usa el telefono-me gusta esto. La novia no esta aqui. [He has advanced more than in the other school. No longer uses the phone-I like this. The girlfriend is not here.]
- Hablo con [FCL] [I speak with FCL]
- Honestly they are very clear as to what is going on and my son's needs!
- I don't have any suggestions. I think Sunburst is an amazing program and I wouldn't change a thing about it. I completely trust their process.
- I feel confident the school/teachers will reach out to me as necessary.
- I felt like none of these apply. The program was very resourceful and helpful.
- I find the having the direct support specialist or counselor helpful for answering questions and communicating next steps in my child's academic timeline.
- I receive constant communication from the school teachers and staff. No need for improvement in the area of communication.
- I think we're ok but feel it is good for me to stay in contact
- Information on Sunburst Readily available
- Me llaman todo el tiempo [they call me all the time]
- New teacher has good communication
- No, me ayudan con cualquier cosa que necesito [No, they help me with all I need]
- No se, hacen todo eso [I don't know, they do all of that]
- Nos comunicamos suficiente. Estoy contenta con el apoyo para mi hijo. Mi hijo puede contar con la escuela. [We communicate plenty. I am happy with the support for my son. My son can count on school.]
- parent is pleased with school's communication
- Siempre llamo a [FCL]. [I always call FCL]
- Skyview already does all of the above.
- Skyview already does all of the above. The communication from Skyview and [teacher] are great.
- Skyview already does all of these above. Communication is great!
- Skyview does all of the the above already. Communication with the [teacher] and the staff is wonderful.
- Skyview does all of these above and communicates very well with parents.
- Skyview is already doing all of the above with communication.
- Skyview is already doing all of the above.

ACCESS 2023-2024 Parent Feedback

	<ul style="list-style-type: none"> • Skyview is already doing all of the above. • Skyview is already doing all of the above. • Skyview is already doing all of the above. Skyview is always available for me to communicate any needs or just for an update regarding my child. • Skyview is already doing all of these above communication. • [Teacher] always does • [Teacher] is the best! They do all those things - It's my child not following through. • [Teacher] shares everything I need for my son. • The school does a good job communicating with me. • The school has been pretty communicative • The school is already doing all of the above. • They do all that now. • They have been on top of all my child's needs. • They've been great. I appreciate that. • todas las opciones estan bien [All options are fine] • Todo muy bien. Siempre se comunican conmigo. [Everything is good. They always communicate with me] • Yo estoy muy contenta con el educador por que se comunica conmigo y realmente se preocupa por mi hija. [I am very happy with the teacher because he communicates with me and really cares about my daughter.]
<p>Mixed-sentiment Comments</p>	<ul style="list-style-type: none"> • Hablar con el sobre el no querer ir a la escuela, si tiene un problema [Talk to him about not wanting to go to school, if he has a problem] • Mom feels that communication is average. The student wants to go back to home school. Mom is happy with the services that ACCESS offers. • They have done their best my child is strong will and she is hard headed. That can be plus though at times
<p>Suggestions/ Needs</p>	<ul style="list-style-type: none"> • A lot of times there are substitutes, substitute doesn't give them schoolwork, teacher has a negative attitude recently • Comunicarse más con los padres sobre el progreso académico. Saber si están entregando trabajos. Comunicarse en español. [Communicate more with parents about academic progress. Know if they are submitting homework. Communicate in Spanish.] • i dont understand what local assessments are • I would really like if someone could help and communicate with me any programs that would help him succeed. My son had a bad experience with Waymakers and is looking for a more positive program and process for him. • is my son going to graduate? • Just communication on everything and what he's doing. • Looking for job help for student • Me gustaria estar al pendiente y poder ayudar yo en casa a mi hijo y con ayuda de ustedes gracias por esta oportunidades. [I would like to be on the lookout and be able to help my son at home and with your help thanks for this opportunities.] • Mom requested assessment that was behavioral • Mom would like to know if there are additional ways to earn credits.

ACCESS 2023-2024 Parent Feedback

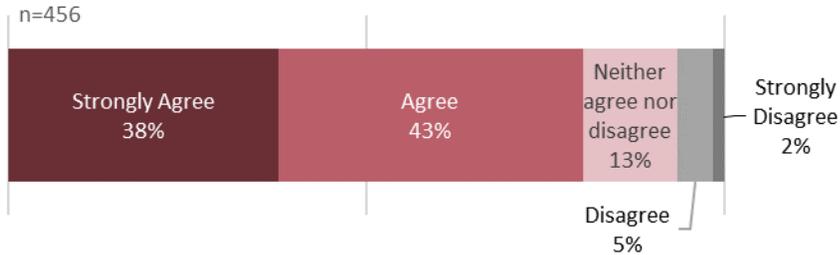
- More communication with academic progress.
- My child has been enrolled less than 1 month and contact with the educational portion of his time has not been made yet
- my concern is his credits
- my main concern was safety and working towards graduation credits.
- teacher is sometimes not available when student shows up; wants student to finish faster; would like more communication with school in general
- They don't seem to understand that he is autistic and they're telling him things that don't make sense to him, making large decisions without me and not keeping me in the loop.
- Todos debemos involucrarnos en todos los detalles y ver que se pueda siempre estar checando correos y todo [We must get involved in all the details and see that we can check all the emails and everything]
- what are local assessments
- what happens if my son is on a certificate track instead of diploma track

Neutral-
sentiment
Comments

- online communication
- student has not been attending school regularly due to medical reasons

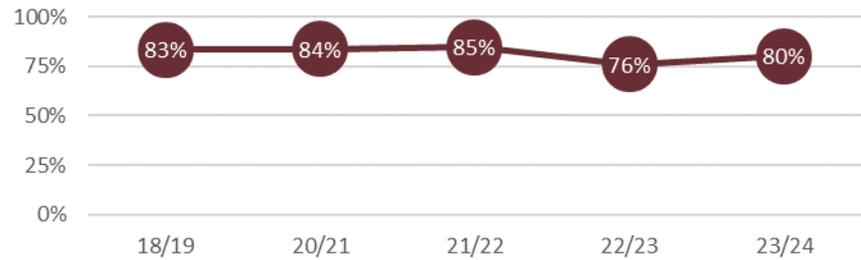
ACCESS 2023-2024 Parent Feedback

4. Communication from the school is timely and consistent.



Comparison to Prior Years

Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> • Communication with Skyview is excellent. [Teachers] and the staff constantly keep me informed of my child's progress and school events. • Excelente [Excellent] • I always get a response when I reach out and I appreciate that so much! • Llamo o me llaman [I call or they call me] • [Teacher] and the Skyview staff are always available when needed.
Mixed- sentiment Comments	<ul style="list-style-type: none"> • i guess its ok but i dont know who to talk to about my sons school • More regular, consistent communication about academic progress would be great. Everyone is responsive when I ask for updates, but I don't hear much if I don't ask.
Suggestions/ Needs	<ul style="list-style-type: none"> • HUGE ISSUE!!! I am never getting communication and I've called them out on it many times now!!! Awful care, PCHS needs an overhaul on communication and if they should be allowed to have kids attend that are on IEP's. • I am the one initiating the conversation and communication. • i don't know anything going on at that school. I am only contacted when work needs to be turned in. • i dont know if i should call, or if someone is to call me • i dont know what to talk with • I received a last-minute email from my daughter's counselor stating that she failed English and would need to retake it. My daughter provided email proof that she passed it with an A. The counselor didn't check her emails to see the proof and continued to attempt to fail my daughter. • It would be helpful if the emails that were sent out included important dates to note: for example winter break school closed, Presidents' day - school closed, xyz - deadline to register for SAT, etc. the school calendar is really hard to read • No he recibido llamadas del maestro. [I have not received calls from the teacher.]

ACCESS 2023-2024 Parent Feedback

- Otra opinión es hablar con los hijos cosas positivas que ayuden a ellos a sentirse mejor [Another opinion is talking to children about positive things that help them feel better]
- The more that is told to me the better I can help my son.
- There does not seem to be someone always available during the school day.
- this year class/opportunities were sent last min. need more advance notice.
- Mom only heard from teacher.

Neutral-
sentiment
Comments

ACCESS 2023-2024 Parent Feedback

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

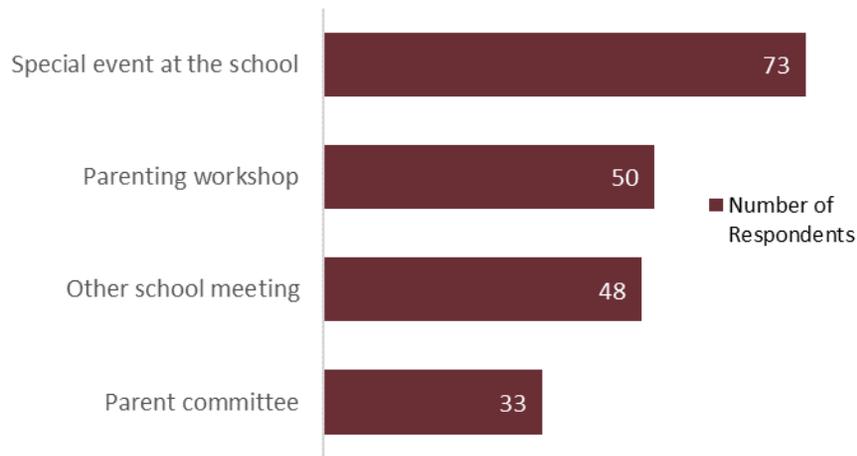
n=462



Write-in responses for Other:

- 504 meeting
- case conferences, IEP?
- Family Counseling
- Follow up with counselor
- Going over the report card via zoom
- IEP
- Magnolia school
- meeting counselor and/or teacher
- Meeting with support staff to discuss the needs of my child to perform better
- monthly check-in
- Placement Review
- regarding my child's credits
- Regarding where she is at and how we can help her
- Roll call
- SIT
- Una por zoom, no se [One by zoom, I don't remember]

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

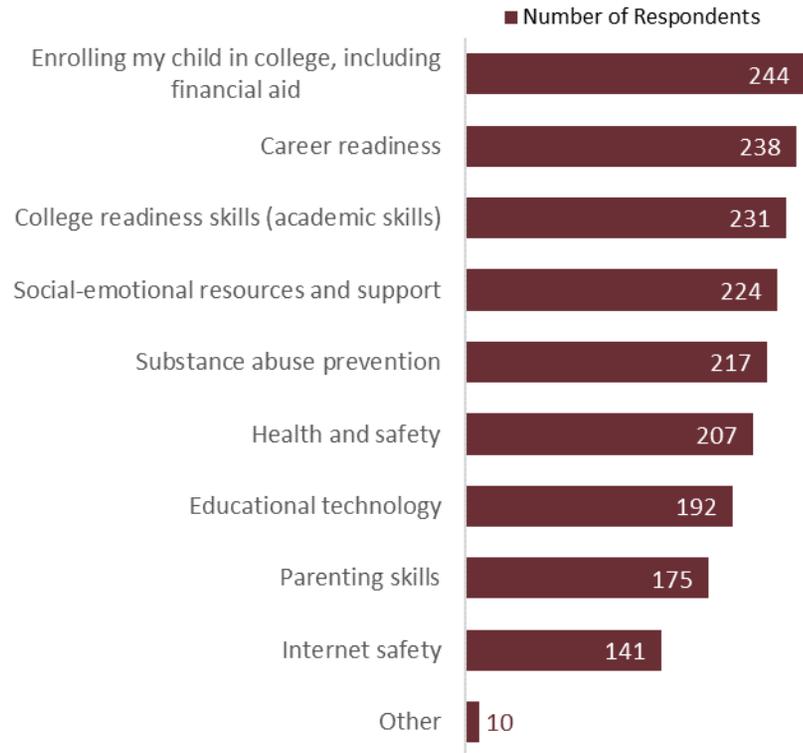


ACCESS 2023-2024 Parent Feedback

<p>Appreciation/ Positive Comments</p>	<ul style="list-style-type: none"> • Asisti a disciplina positiva [I attended Positive Discipline] • Disciplina Positiva, Padres Unidos, Laura's House • El 8 de febrero comienzan las juntas de padres [On February 8, parents' meetings begin] • Great info and progress • Helpful for college • Hoy comence Padres unidos [Today I attended Padres Unidos] • Meeting with probation officer and I met his therapist • Monthly parent information meetings. My son has an IEP and I meet with the IEP team that works with my son. • never attended but i am interested please • not yet but interested • Padres Unidos • So helpful • They were really helpful on a lot of stuff. • Voy a asistir a padres unidos [I'll attend Padres Unidos] • will attend a parent-teacher meeting soon over the phone
<p>Mixed- sentiment Comments</p>	<ul style="list-style-type: none"> • i didn't understand in the beginning about parent meetings and workshops but now that i do, i will start attending
<p>Suggestions/ Needs</p>	<ul style="list-style-type: none"> • can i come to the meetings because i cant go on a computer? • Cuando hay juntas estoy trabajando de 9 am a 7 pm [When the meetings are, I am at work, from 9 am to 7 pm] • dont know about these meetings or workshops • I didn't get much out of the meeting i attended so i dont look forward to any other • I wish there were more field trips and social opportunities for my child. • im not sure what meetings and workshops are good for me • its difficult because of my job. • No bajar la guardia siempre atentos a todo lo que pueda hacer para mejorar en su estancia con el batallón y su educación [Do not lower your guard, pay attention to everything you can do to improve their stay with the battalion and their education] • Not sure what those are. • Trabajo en las tardes [I work in the evenings]
<p>Neutral- sentiment Comments</p>	<ul style="list-style-type: none"> • at juvenile hall • I don't go on campus at all. • I wasn't very invovled. • parent classes don't start until tomorrow so i have not attended yet.

ACCESS 2023-2024 Parent Feedback

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

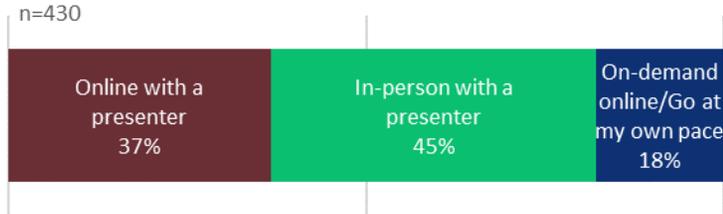


Write-in responses for Other:

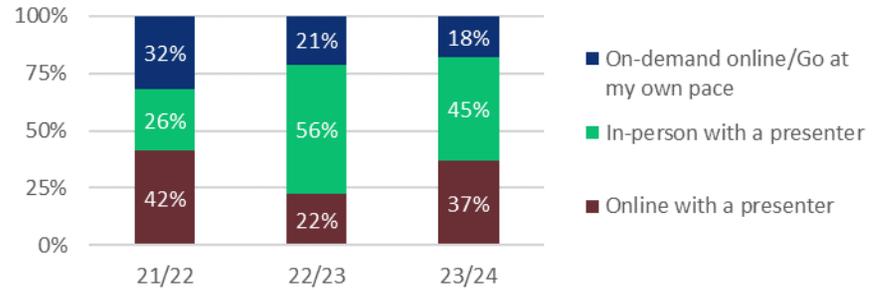
- After school programing for students.
- better understanding of how the credits are earned
- credits to graduate
- how to help students attend school; Mom says that student is absent constantly and would like to attend a workshop on how to help students attend school on a regular basis; how to motivate them
- life skills
- Truancy

ACCESS 2023-2024 Parent Feedback

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



Comparison to Prior Years



Reasons for Online with a presenter

- depending on the time it starts because of work
- due to transportation cost
- for convenience
- Go at own place should be offered as well
- Have to be virtual because the school is 90 miles away
- I can do either in person or online
- It also depends on subject matter for preference in person or virtual.
- It depends on the time of day
- No tengo carro para asistir en persona [I have no car to attend in person]
- On-demand online is great as well.
- reality would be online
- Voy a asistir a Padres Unidos. Es mas facil por que trabajo en la tarde. [I'm going to attend Padres Unidos. Easier for me because I work in the evening.]

Reasons for In-Person with a presenter

- even though he was there for 1 day, it would help to get more information on mental health and how to get my son ready for the workforce. school is not his thing.
- i want my son to graduate and get help to get a job and maybe college, but i dont have money to take him to college
- in person works better
- it all depends on the time and day
- it depends on the time and day
- life skills and being prepared for a job
- my son doesn't like school. can he get help with a job
- no se usar la tecnologia [I do not know how to use technology]
- Parent does not know how to navigate online presentations.

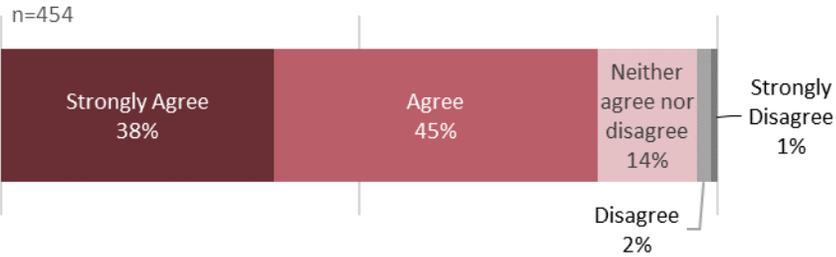
ACCESS 2023-2024 Parent Feedback

- Pero no puedo los jueves en persona [I can't on Thursdays in person]
 - Si es en la mañana, en persona [If it is in the morning, in person]
 - También dar las gracias a todos los que están involucrados en todos los programas que están apoyando a nuestros hijos bendiciones por todo sus esfuerzos [Thank as well all those who are involved in all programs that are supporting our children. Blessings for all their efforts]
-
- Everything mentioned above was provided.

Reasons
for On-
demand/
Go at my
own pace

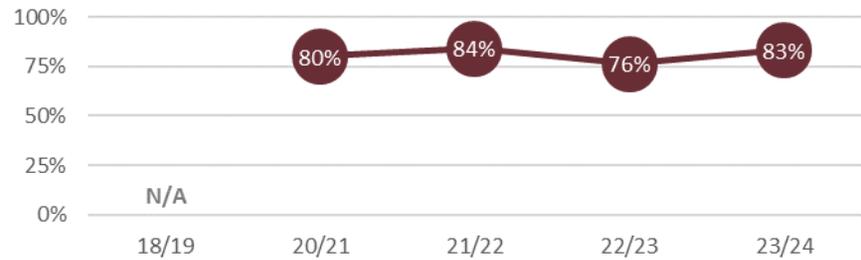
ACCESS 2023-2024 Parent Feedback

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



Comparison to Prior Years

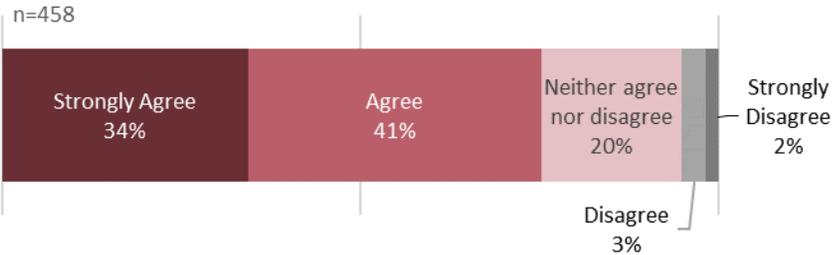
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> i think my son is being taken care of.
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> i dont understand what you mean by inclusion Mom says she was unhappy with a staff member at the school and has made a complaint in the past. There us nothing going on for Black History Month. Tomar en cuenta también lo que es el idioma es muy importante para cada familia que aveces se siente mal cuando no tienen la manera de comunicarse en inglés seria muy buena ayuda para que todos participemos y sentirse mejor en cualquier trámite [Also taking into account the language, it is very important for every family that sometimes feels bad when they do not have the way to communicate in English would be very helpful for everyone to participate and feel better in any procedure] what does inclusion mean? Why does this matter when the enrollment is diverse
Neutral- sentiment Comments	<ul style="list-style-type: none"> i dont know No se la verdad [Honestly, I do not know]

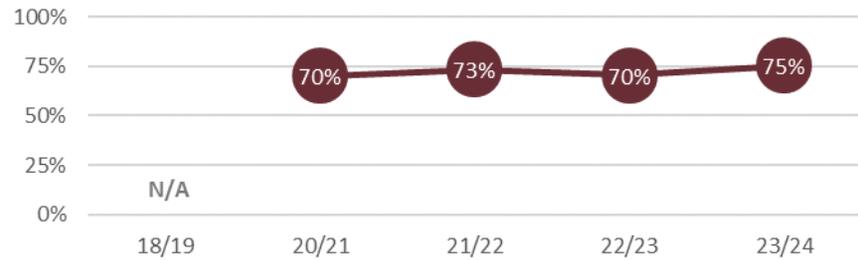
ACCESS 2023-2024 Parent Feedback

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



Comparison to Prior Years

Note. % Strongly Agree + % Agree



<p>Appreciation/ Positive Comments</p>	<ul style="list-style-type: none"> • Habla mucho con el maestro. [Talks a lot with his teacher] • i listen to my son and if he is happy with school then i am happy • Mi hijo estuvo a punto de rendirse pero un Sargento se acercó y platicó con él y tuvo bastante apoyo emocional. Estoy bien agradecido con Sunburst porque ayudó bastante a que mi hijo mejorará académica y emocionalmente. [My son was about to gave up but a sergeant approached him and talked with him and so he had enough emotional support. I am very grateful to Sunburst because it helped my son improve academically and emotionally.] • Skyview has many supports for my children and [the teacher] connects us families to an other community resources when needed. • Thank you to the ACCESS crew, teachers and all involved. It's been great! • Thank you!
<p>Mixed-sentiment Comments</p>	<ul style="list-style-type: none"> • i think he's getting the help but i know he does better when he is able to talk his feelings out • Yo en lo personal me siento muy contento por todo el apoyo que se me ha brindado pero siempre tiene que ver estar pendiente de todos los mensajes porque de ahí depende mucho la comunicación [I feel very happy for all the support that has been given to me but it always useful to keep an eye out for all the messages because the communication depends on it a lot]
<p>Suggestions/ Needs</p>	<ul style="list-style-type: none"> • Children are struggling with mental health, and it would be helpful to have more support with mental health/emotional needs resources. Even with insurance, families are struggling to find mental health resources. Outreach with info on how to access help for both kids and parents is needed. • my son gets mad easy and needs to talk to someone to help when he gets angry, i dont think he knows how to control or calm down • My son is still struggling with emotional and behavioral issues. • no, is it even possible. i think [my child] meets with a counselor • Teacher talked about my son in the past to other students, negative things, other students would tell me,

ACCESS 2023-2024 Parent Feedback

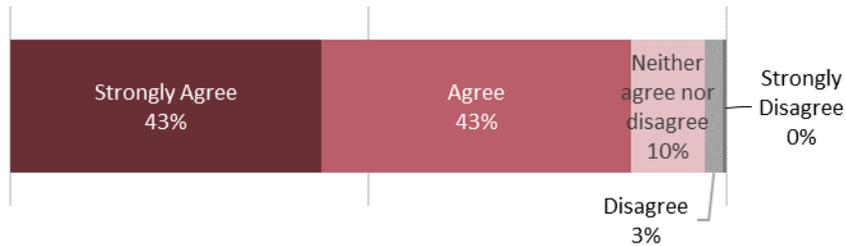
Neutral-
sentiment
Comments

- I guess, I'm not too sure
- I wouldn't know.
- I'm not sure. I'm not there, but hopefully so.
- im not sure
- Just started, 1st day
- No esta viniendo a la escuela [Not coming to school]
- No ha [has not]
- No va a la escuela [He doesn't go to school]
- Student is online
- There is no social interaction but it is more of a remote backstop program until student can return to a social environment.

ACCESS 2023-2024 Parent Feedback

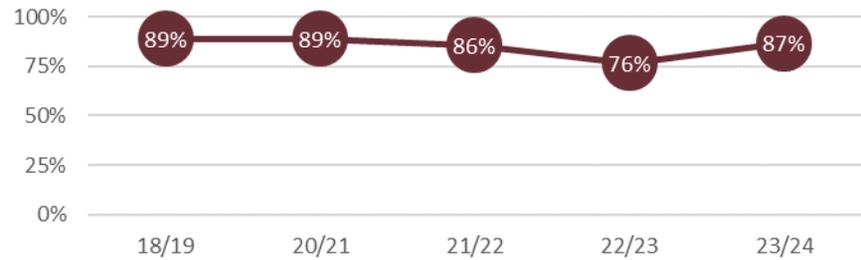
9. The school is a safe place for my child.

n=460



Comparison to Prior Years

Note. % Strongly Agree + % Agree



Appreciation/
Positive
Comments

- Ahora el maestro viene a mi casa [Now the teacher comes to my house]
- Apenas empezo pero siento q estoy confiada en q ayodaran en todo lo q se nesecite. [He just started but I feel confident that they will help him in everything that is necessary.]
- Como comentario que bonito estar pendiente siempre por todos los medios que se nos brinda aunque trabajando que aveces no puede uno asistir en persona a las juntas en persona pero hacerlo también por los medios del zoon [As a comment I'd like to say that is always nice to pay attention in all ways that are given to us, because although due to work that sometimes one cannot attend in person, but one can join via Zoom]
- Father believes the student was having issues in the school that may have led to physical altercations if his student was not transferred to CL. Feels the student is in a better situation now and hopes for him to get his diploma here.
- FV is
- my son is safer in jail. when he is at home he goes with friends
- My son isn't vaccinated and his teacher is trying to get him to go to the school with a Dr. exempt for while there is a measles outbreak.

Mixed-
sentiment
Comments

- School could be a little better on security. A little more better on awareness on kids who go to the school.

Suggestions/
Needs

- Being inside jail is hard for my son. I am not sure how stable others are around him and how he feels
- He's in JH is he o?
- Los ninos se pueden salir de la clase. No hay seguridad. [Children can get out of class. There is no security.]
- Lots of racial slurs said by students. Not directly towards mine, but it makes my child feel uncomfortable.
- my grandson is having trouble with some of the other kids
- sometimes i worry for his safety
- students outside in the parking smoking. I do not feel its safe. Better supervision.

ACCESS 2023-2024 Parent Feedback

- There area isn't very safe & there are frequently are homeless people outside of the classroom.
- there has been a few situations and i honestly feel my nephew would do better in a smaller class setting. he doesn't do well with too many kids but i understand its hard to do with where he is
- there was a fight and i dont know who started it

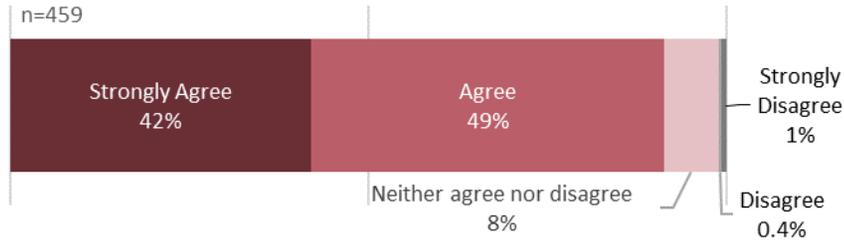
Neutral-
sentiment
Comments

- I can't confirm something I can't see.
- i dont know my son has never been in juvenile hall before

ACCESS 2023-2024 Parent Feedback

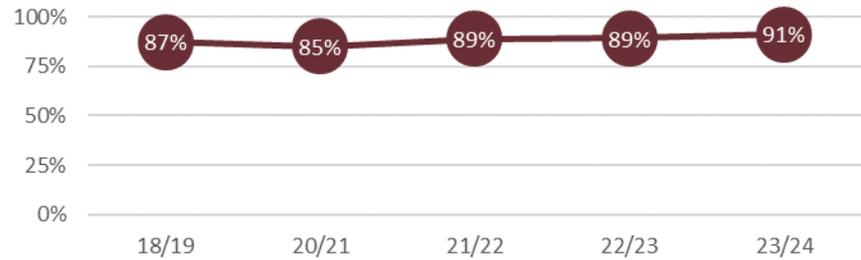
10. I agree with the priorities of the ACCESS school program: (Student/Parent/School Engagement, Student Outcomes, Conditions of Learning)

n=459



Comparison to Prior Years

Note. % Strongly Agree + % Agree

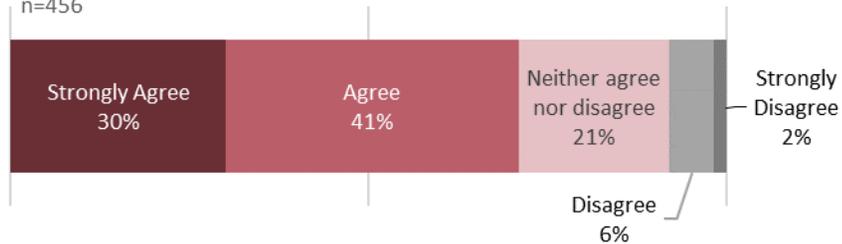


Appreciation/ Positive Comments	<ul style="list-style-type: none"> • Estoy admirado del trabajo que hacen en ACCESS, de cómo toman el problema en los adolescentes y los ayudan bastante. [I am amazed by the work they do in Access, how they take the problem from adolescents and help them a lot.] • I have other children in this program and it's beneficial smaller groups and more one on one. • The current campus of Skyview provides a safe and supportive conditions of learning for my children. • The current campus of Skyview provides the best conditions of learning for my son. • Y también esa comunicación por medios de las cartas que no falten de estar comunicando a nuestros hijos y recalando a los padres que eso les ayuda mucho a cada hijo he hija en apoyo [And also the communication by means of the letters serve as communication to our children and emphasizing to the parents that it helps our son/daughter in their support] • You guys have been doing great.
Mixed-sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> • I have 8 kids and my hands full, help is what i need please. • I would like to have more CTE courses, Art for healing and Parent Square. More communication from the School through Parent Square. • Just wish they were true and taken care of at PCHS
Neutral-sentiment Comments	<ul style="list-style-type: none"> • I haven't had any issues. • They never told me anything about it.

ACCESS 2023-2024 Parent Feedback

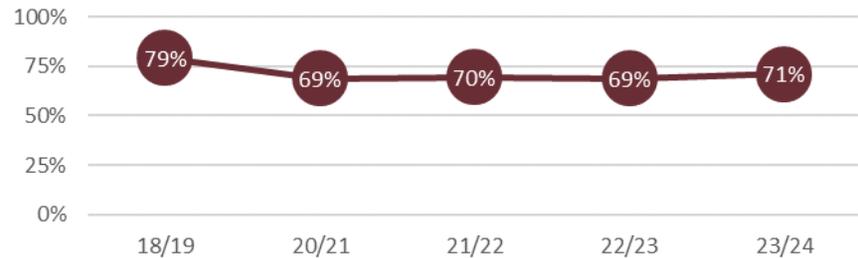
11. My child is being prepared for college, career, and/or life.

n=456



Comparison to Prior Years

Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments

- Como último comentario dar gracias a los sargentos y batallones a respetarse todos en conjunto en cada día de estancia y días que trabajan juntos bendiciones para todos [As a last comment, to give thanks to the sergeants and battalions that respect each other, every day of their stay and days that they all work together. Blessings for all]
- El siente que todo esta bien por el momento. [He feels that everything is fine at the moment.]
- Estan haciendo un buen trabajo con los alumnos, con mis hijos, esta muy motivado, le gusta [They are doing a good job with the students, with my children, he is very motivated, he likes it]
- Estoy contenta por la ayuda que le ofrecen a mi hijo. [I'm happy with the help given to my son.]
- For my children's mental health and well-being, I feel Skyview K-8 should remain together on their current campus. Skyview's small, safe learning environment helps students reset and prepare to return to the district campus when and only when they are ready.
- Hasta ahora me gusta como todo va en la escuela, aunque no tenemos contacto con los maestros. [So far I like how everything going with the school, although we have no contact with the teachers.]
- He has made progress
- I am pleased with the K-8 Skyview foundation and model. Skyview provides the community that is needed for my children to be successful. The school must remain on the current campus alongside the pantry services as it has always been.
- I am so thankful for the small K-8 comunity school option Skyview provides to my children and other families in the Orange County Community. The Skyview pantry has been such an amazing resource for my family's needs. Skyview needs to stay on the same campus as the food pantry.
- I dont agree with the Skyview move or separation of the K-8 program. This move does not need to happen. My child benefits from the Skyview school as it is.
- I have found ACCESS to be amazing, everyone here is very helpful. When my oldest daughter was here, anytime I would have an issue I could go and [staff members] would help me with anything I needed for my daughter or Jr.

ACCESS 2023-2024 Parent Feedback

- Keep Skyview K-8 together and not move them from its current location. The Skyview program has been the best things for my family and our needs.
- Keeping Skyview together as a K-8 option with the pantry for families. The other ACCESS schools should have the same model as Skyview with all the services and transportation. The school should offer more workshops to parents for parenting, English and ways to support students.
- Mom wants to say how much she appreciates the teacher and feels that she is very encouraging.
- Mom wants to say that she appreciates that there is a school like this for [her child] because he did not fit in to a traditional school system.
- Mom was apprehensive at first when student started ACCESS. Now she is happy with the school staff and the support her child receives.
- Mother says teacher is very communicative and feels like the teacher cares for her child. Says he is patient and feels that her child has been very productive in the school. Says teacher is amazing.
- My child's attendance, behavior and social emotional well being has improved because of the Skyview program. Skyview must stay an K-8 school on its current campus with all the current services including access to the on site food pantry.
- my son says he is working with teachers and they talk about college
- My son's is doing better emotionally and socially developing more skills because of Skyview's smaller learning environment. Skyview needs to stay a K-8 school program together on the same campus for the needs of all children who need a break from the bigger districts. The Skyview staff is amazing.
- No creo que deberían de dividir la escuela. Esta escuela ha sido muy buena para mi hijo. [I don't think they should split the school. This school has been very good for my son.]
- No quiero que la mudanza pase porque mi hija ya hecho progreso grande. [I do not want the move to approved because my daughter has already made big progress.]
- Other districts need to know how ACCESS works and what they do. I have had district staff talk negatively about ACCESS. I don't believe this program is negative towards the students. Parents should know their options in choosing a school that is positive and is able to work with their student's.
- Para la vida [For life]
- Skyview has been the best school program for my children, they feel welcomed and cared for by the staff. My kids have shared that they are able to learn more in their smaller classes. Skyview needs to remain an K-8 program and should stay on their current campus.
- Skyview needs to stay on current campus and as a K-8 school. This program has been so beneficial to my child and family!
- Skyview's current campus provides a safe school environment. My students have made so much progress being part of the Skyview K-8 community. My children rather be at Skyview school than any where else!
- [Staff members] are awesome!
- Sunburst youth academy has been a fantastic experience for my son.
- Teachers help to make sure he is on track with credits often
- The Skyview K-8 program provides the best learning environment and conditions for my child's education. I choose ACCESS AND Skyview for my children's education as they provide a smaller, more attentive learning experience. When I know they are ready, my child will return to their old school.

ACCESS 2023-2024 Parent Feedback

	<ul style="list-style-type: none"> • The Skyview K-8 school program should remain together on the current campus. Moving and separating the grades will have a negative impact on all the students. The Skyview school staff are hard working, caring and amazing people. • The Skyview provides a wonderful K-8 school option. There is no need for change and disruption of splitting the school. My child has made progress being at Skyview. I wish I had enrolled my son in Skyview sooner than his 8th-grade year. • The Skyview school should stay K-8 on its current campus. My son is doing so much better than at his old school. I know this is due to the small learning environment and all of the caring and dedicated staff. • [The teacher] helped the student and his Mom regarding work completed to earn credits. It went smoothly; no hiccups with the teacher or what they needed to do. • [The teacher] is always helpful with anything my family needs. The Skyview staff is all so welcoming and care about my students' educational and emotional needs. Skyview needs to stay a K-8 community school with all its services and on its current campus. It should also offer after school program. • todo esta muy bien [everything is fine] • Vi un cambio magnifico en mi hijo. [I saw a magnificent change in my son.]
<p>Mixed-sentiment Comments</p>	<ul style="list-style-type: none"> • I don't know if my son understands college and career preparation. He doesn't complain but is interested in learning about it. • I hope but I do not know. • I would like to ensure the Skyview K-8 program stays together on one campus along with the pantry and all current services and staff. The ideal school location is the current location and would like for it to stay as is. Also additional support or help for students and staff. • Parent mentioned they would like to teach students more about the social influences that surround students. They also mentioned that the school does a great job with communicating all the needs and provides resources needed. • The program is really the punishment for a child's suspension and will set him back academically but for other students I am sure it works out fine as the staff ratio is good and they care.
<p>Suggestions/Needs</p>	<ul style="list-style-type: none"> • better improvement in career readiness. • Does not want the move to happen. • He needs to know about career opportunities after high school. • He needs to learn about jobs and college or even trade schools. • He needs to work now, he stays in his room all day, I would like him to stay at school longer to earn all his credits. • I do not think so because look where he is at [Central or North YRC (Youth Reporting Center)] • I don't know what [my child] is doing but honestly feel right now life skills and graduating is the most important thing for him. I am worried for my son and hope he can make it. • I don't think she is being prepared for that yet, the curriculum that she has brought home doesn't feel like it's preparing her for college, career, and/or life. I would want more communication on her progress, weekly of her school, things that they could do to earn more credits. • I need access to my child's progress online. • I think kids need to work but it's hard for my son to get a job because of his situation. I am not aware of any career classes being offered to help him.

ACCESS 2023-2024 Parent Feedback

- | | |
|---------------------------------------|---|
| | <ul style="list-style-type: none"> • I would hope my son is getting the learning he needs to survive and succeed in school • I would like him to get more information for the military. • I'm preparing my child for college and life. It's why I'm homeschooling him. • kids like my son need to be getting ready for work and maybe a career. there are some kids who dont like school and my son is one of them. back when i was in school they offered ROP and it helped. I think my son would be good in that kind of program even inside juvenile hall • Mi hijo no le quiere hechar ganas [My son does not want to try his best] • Mi hijo quiere ir a un programa de construccion. [My son wants to take a class in construction.] • My child has never been asked about what college or what her plans are after high school by her counselor. • My child wants to attend college and needs support • my grandson would like to attend Sunburst Academy when he gets out. He feels its more structured and challenging, he likes when people motivate and encourage and challenge him • Parent expressed that student is being prepared for college/life through parenting and not through school. • Parent prefers phone calls for future workshops because she would like to attend. • student needs more focus and establish priorities • They have so many substitutes for CL • Tratar de enseñarle más habilidades para sobresalir en su vida después de que se graduan de ACCESS. También saber en quién pueden acudir cuanto los estudiantes tienen una crisis. [Try to teach them more life skills to excel in life after they graduate from Access. Also know who to go to when the students have a crisis.] • Would like to offer more info on dual immersion |
| <p>Neutral-sentiment
Comments</p> | <ul style="list-style-type: none"> • Can't really give feedback being that he's only been at this school for a month • he been in less than a month • He doesn't go • i dont know • I'm not sure how they are being prepared. • Not sure. • She hasn't said if she's going to college |

ACCESS Student Feedback -
(Community Schools)

2023-2024

Prepared by
Orange County Department of Education
Evaluation & Data Center

February 2024

ACCESS 2023-2024 Student Feedback (Community Schools)

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 online with an approximate 4-week administration window: January 22, 2024, to February 16, 2024. Following the 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, 431 survey responses were received (N=431 students).

Analysis:

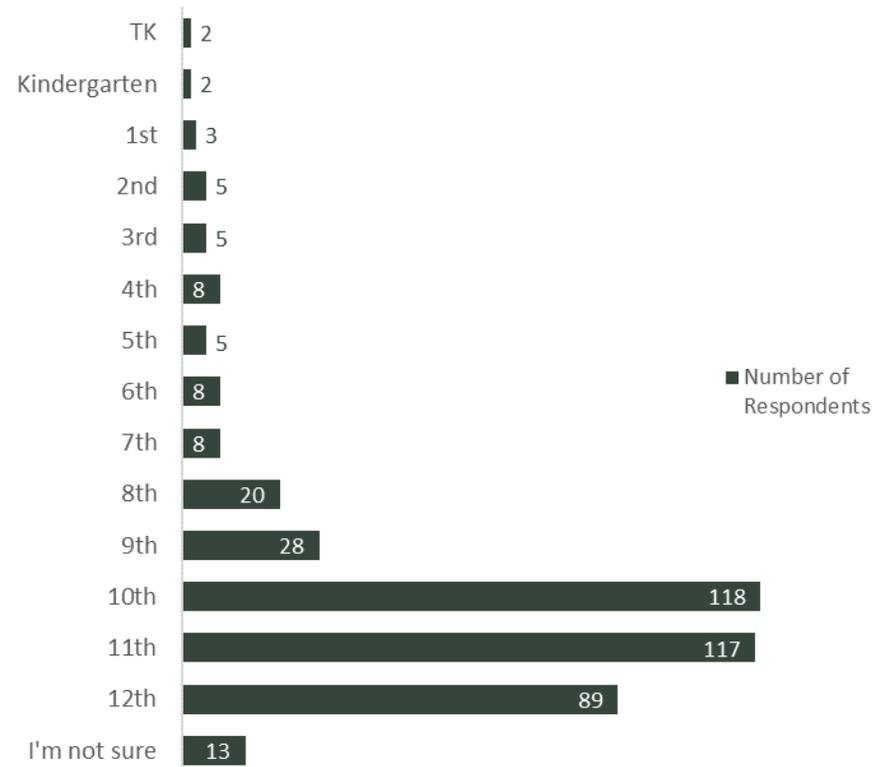
The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received.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

ACCESS 2023-2024 Student Feedback (Community Schools)

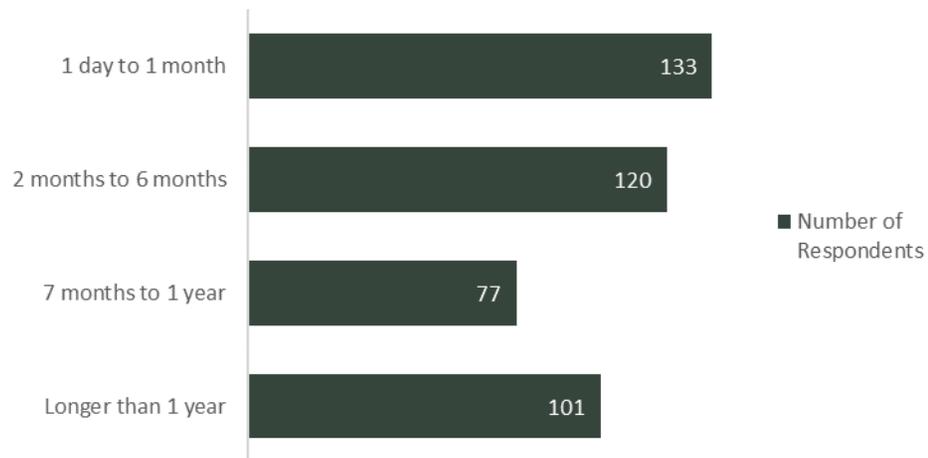
What Area do you attend?



Your grade level:

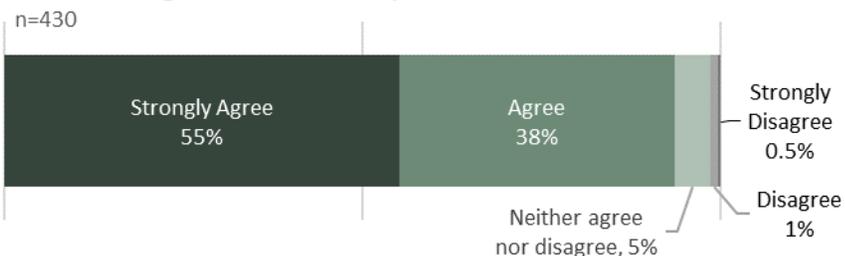


How long have you been enrolled in an ACCESS school?



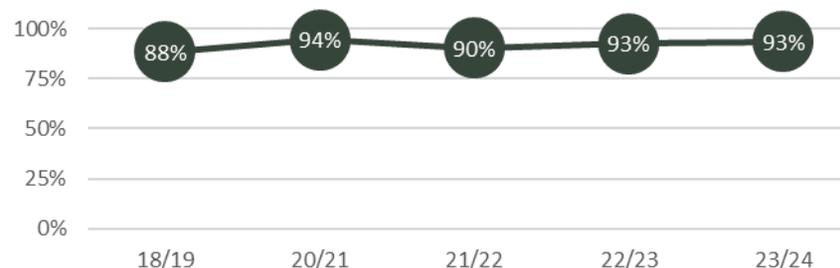
ACCESS 2023-2024 Student Feedback (Community Schools)

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



Comparison to Prior Years

Note. % Strongly Agree + % Agree



Appreciation/
Positive
Comments

- Cadre is great, teachers are wonderful, and food is the best.
- Higher sunburst's funding they deserve it for helping those who are at risk and giving those a second chance to those in need.
- Hope to make it to the finish line and walk on that stage with my cap and gown.
- i like it i love it here i finally found a home.
- I really like how all the teachers are helpful
- i really like the teachers and staff they are very supporting and encourage me to keep learning
- In sunburst I am learning and striving in ways i have never done before
- it is very good school , I am very satisfied with how they treated me
- my leaning experiance is good i have no distractions and get straight to the point.
- My teachers are nice to me
- sunburst youth academy provides me with everything i need to have a better education they give me books,pencils,lifeskills,and job skills
- The teacher actually give the time to help and work out the things you need help with. Unlike my old school where even with my 504 i did not get any help.

Mixed-
sentiment
Comments

None received

Suggestions/
Needs

- I don't think [the teacher] teaches algebra adequately
- iritated, feeling like what we say or feel doesnt matter so there isnt a need to even say how you feel
- i still dont get the hang of access.
- I want more bathroom time.

ACCESS 2023-2024 Student Feedback (Community Schools)

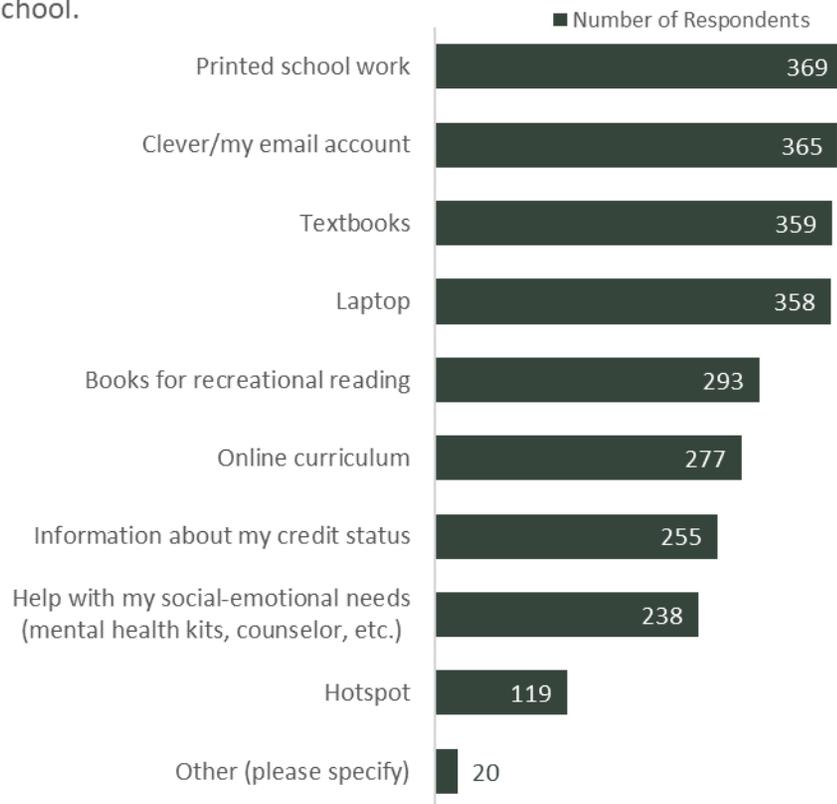
- I wish there were more supplementary materials such as decodable books for primary grades as well as supplementary programs like FIBO art.
- its really boring and annoying
- my history class doesn't really help the students individually and we move to fast for the students to handle.
- they harldy give us scratch paper when we ask.
- to have faster wifi

Neutral-
sentiment
Comments

- I think that schools should always provide textbooks, pencils, notebooks and markers because they're the ones teaching education and if you buy education then you have to cooperate with the expectations.
- sunburst school is on a military base opperated by orange county
- The textbooks are in-class only and we just started online curriculum but I'm pretty sure most of our work will be done on paper.

ACCESS 2023-2024 Student Feedback (Community Schools)

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



Write-in responses for Other:

- food, clothes.
- foods and other snacks are also provided for you without counting lunch and nutrition
- good caring teachers
- Groceries
- home work
- learning tools such as blocks, clocks and counting dice
- Manipulative boxes every month
- Music instrument, tutoring classes
- Online educational tutoring for my son to advance.
- pantry groceries and supplies
- Pastels, pencils ,earphones, calculator, textbooks.
- pencils, notebooks.
- supplies, help my family, lot of stuff

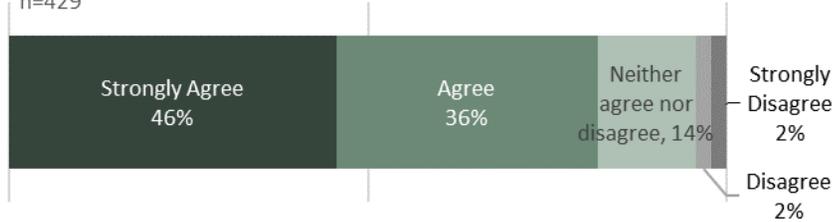
ACCESS 2023-2024 Student Feedback (Community Schools)

Appreciation/ Positive Comments	<ul style="list-style-type: none"> • Just good vibes, the people who work here at PCHS are sweethearts. • I feel very comfortable in this school and in this class, they helped me and I learned enough english to cope • These are the only items I have used. My school provides materials for almost every option available.
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> • I feel that here, the staff and seregeants aren't attentive when showing our emotions. • Sunburst needs higher funding to conduct maintenance on bathrooms, cafeteria and school halls. • the food is bad
Neutral- sentiment Comments	None received

ACCESS 2023-2024 Student Feedback (Community Schools)

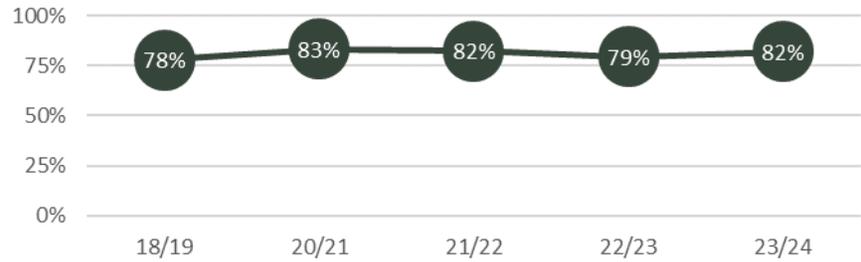
3. My school works with my parents/guardian to help me to do my best in school.

n=429



Comparison to Prior Years

Note. % Strongly Agree + % Agree

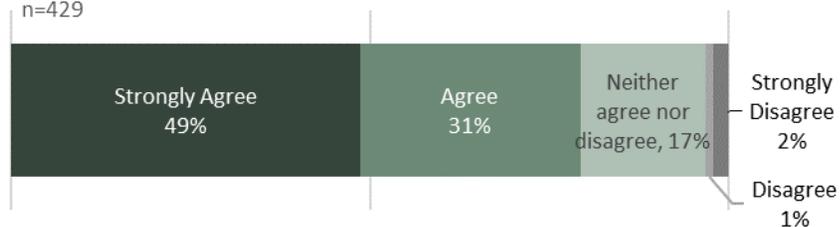


Appreciation/ Positive Comments	<ul style="list-style-type: none"> I put AGREE because parents aren't at the center of everything, I have some control and independence, I like that.
Mixed- sentiment Comments	<ul style="list-style-type: none"> I strongly agree, could use more help.
Suggestions/ Needs	None received
Neutral- sentiment Comments	<ul style="list-style-type: none"> I am in a challenge program so i don't see my parents i miss my girl

ACCESS 2023-2024 Student Feedback (Community Schools)

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

n=429



Comparison to Prior Years

Note. % Strongly Agree + % Agree

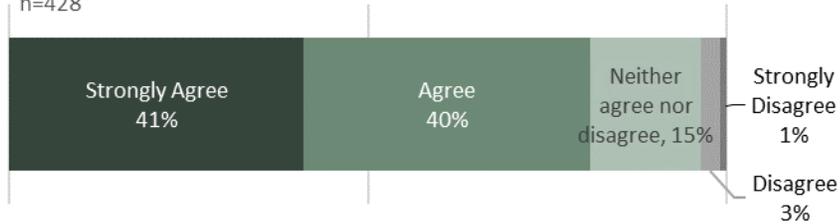


Appreciation/ Positive Comments	<ul style="list-style-type: none"> I like my teacher she is the best and all the teachers at chep they are amazing too. I've had teachers notice when I'm gone, and ask if everything's okay. Really warms my heart when they ask :) [The teacher] is the best. [The teacher] would also call my mom to make sure why im out. Strongly agreed but understands when being absent.
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> they can be very dismissive though.
Neutral- sentiment Comments	<ul style="list-style-type: none"> i do the independent learning program so there is no class to be absent from. i do the online program I need to show up more. i want to get smart There is no way for me to be absent here at sunburst.

ACCESS 2023-2024 Student Feedback (Community Schools)

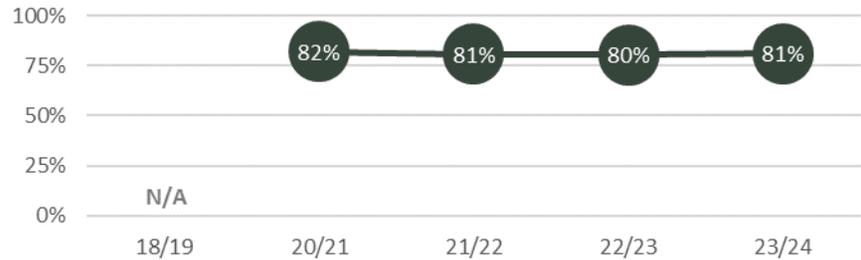
5. School staff talk to me about my goals, plans, and interests.

n=428



Comparison to Prior Years

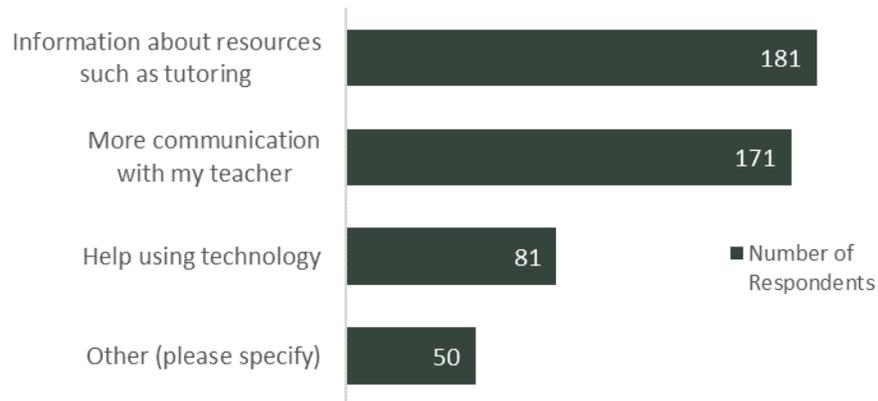
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> • always getting reminders that there are so many opportunities in this world and we can really live to do anything if we put our mind to it. • Love when they ask because I got a lot to say • Staff talk about all things and are all very polite and helpful. • The staff really do ask questions about what I'm into, and one teacher even offered to enroll me into writing contests. I was able to get published twice! • the uniforms go hard • They give us motivational speeches • they do it all
Mixed-sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> • I could use more valuable information about grades. • No one has talked to me yet.
Neutral-sentiment Comments	None received

ACCESS 2023-2024 Student Feedback (Community Schools)

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



Write in responses for Other

- after school field trip and money
- After school tutoring
- After school tutoring.
- ayudarme con el idioma [Help me with the language]
- be able to contact my loved ones more
- Counseling
- counselor for anger management
- Free tutoring sessions
- give prizes to do work
- Grade and return written assignments more quickly so I know what to work on and how to improve on future assignments.
- Have females in the same classes as males.

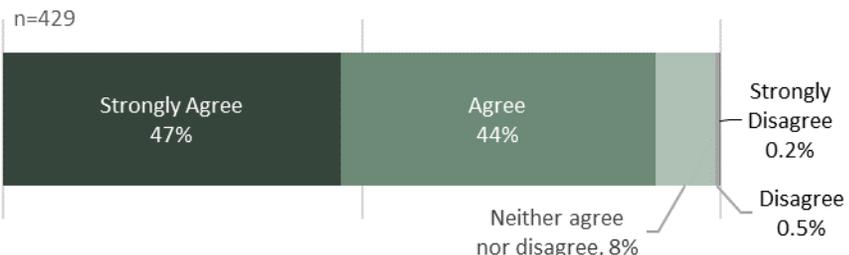
- help me look for suitable colleges
- i have a hard time paying attention
- I need more communication with my teacher because I'm learning English.
- its really hard for me to grasp things like the teacher will do alot of explaining and i still wont grasp it i need to ask again what it was she explained even though I heard her i just didnt grasp what she or he said
- Keeping me focused because I get distracted really easily.
- learning a tape measure
- Maybe more events like recitals for the musical courses!
- more 1 on 1 talking.
- more classes for more credits
- more community involment
- more detailed instructions
- more fieldtrips
- more help in school learning.
- More outside of the classroom learning field trips.
- More supplementary materials resources as stated earlier.
- PRAP and millitary cadre
- remain a k through 8th school
- Sometimes the content keeper restrictions prevents me from accessing certain links/videos for my assignments or projects. I understand the reasoning for a content restriction, however, I do think removing the restriction would help many students in their work routines/processes.
- talk slower and explain if needed
- talking to the counselor
- tell me my grades
- therapy for the hours we need
- visual learning something

ACCESS 2023-2024 Student Feedback (Community Schools)

<p>Appreciation/ Positive Comments</p>	<ul style="list-style-type: none"> • All this is already provided • everything is good! teacher does everything. • here at Sunburst Youth Academy everything is perfectly fine. • i have everything i need to achieve my goals • I think they've gave the resources needed already • I think they've gave the resources needed already • its all good for me • skyview has already got everything I need • Skyview is all ready doing everything. • Sunburst Youth Academy already provides all that. • Teachers and staff are always accommodating • they already help a lot with everything. • they are doing amazing I am learning a lot • They do all of that • they have helped me achieve my learning goal • They pretty much cover it all
<p>Mixed- sentiment Comments</p>	<ul style="list-style-type: none"> • Most teachers are great communicators but some don't respond to emails.
<p>Suggestions/ Needs</p>	<ul style="list-style-type: none"> • I have not received back a score yet on a Personal Narrative that was submitted in January. Now I don't know if there were mistakes that I made that need correction on any future writing assignments. • more help
<p>Neutral- sentiment Comments</p>	<p>None received</p>

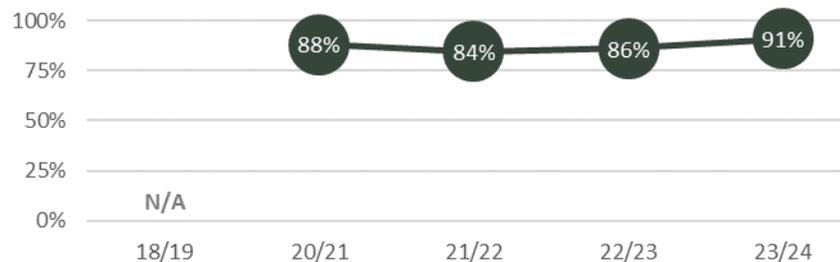
ACCESS 2023-2024 Student Feedback (Community Schools)

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



Comparison to Prior Years

Note. % Strongly Agree + % Agree

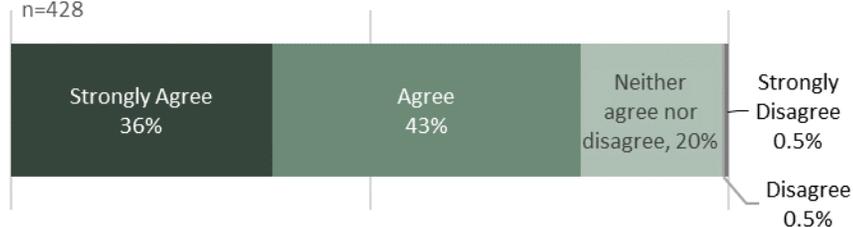


Appreciation/ Positive Comments	<ul style="list-style-type: none"> • True.
Mixed- sentiment Comments	None received
Suggestions/ Needs	None received
Neutral- sentiment Comments	<ul style="list-style-type: none"> • books

ACCESS 2023-2024 Student Feedback (Community Schools)

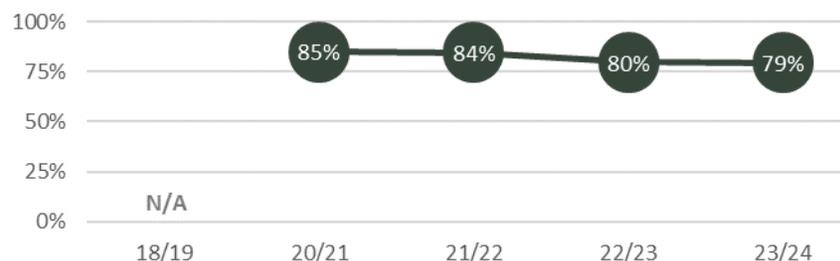
8. My school supports and values cultural diversity and inclusion.

n=428



Comparison to Prior Years

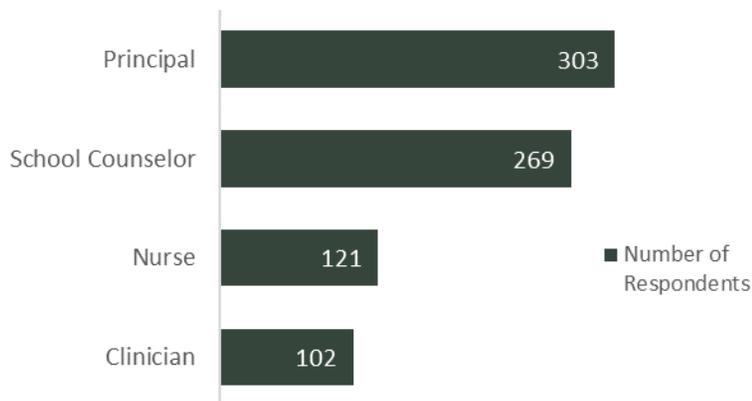
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> [The teachers] are amazing teachers and [I] feels that they need a bonus or need to get payed more because theyre just so perfect and help my homeroom through alot of things Yes a definite yes. I'm a mixed girl who's also a member of the LGBT community, so well diversity is a good thing for me. I feel very accepted here, and I value that a lot.
Mixed-sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> I think it would be pretty cool to learn more about asian and pacific islands, I've never really learned much about it in public or home school.
Neutral-sentiment Comments	<ul style="list-style-type: none"> i want a brownie from chow hall that sh* was bomb School is 99% my race(mestizo).

ACCESS 2023-2024 Student Feedback (Community Schools)

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



Appreciation/
Positive
Comments

- Everybody at Skyview is the best.
- I do not want the school to be moved.
- I don't want Skyview to move. I like having Kindergarten and 8th grade together.
- I know her [Principal] because she likes to talk in the morning a lot to all of us during morning formation.
- I like having Kindergartners and 8 graders at my school. The staff and teachers really care about us learning and are so helpful.
- our principal is very kind and motivating she just wants the best for us and she pushes us to be better and I have a lot of respect for all that she does because her position as a principal, my past principals never pushed us or cared about us getting credits like she does.
- Skyview helps me so much with my reading and my math. I am working on my times tables.
- Skyview is the best school. I don't want the school to move.
- [Teacher] is kind and the best teacher ever. I love Skyview.
- [Teacher] is kind and the Skyview staff is helpful.
- [Teacher] is the best teacher.
- [Teacher] is the best teacher. I don't want to move schools.

Mixed-
sentiment
Comments

- I have not met the chep school nurse or principal but I believe have had email exchanges with the principal.
- I want to say I know my school counselor but I am pretty certain that I am not.
- none just my teacher

Suggestions/
Needs

- Haven't met them
- i dont know anyone.

ACCESS 2023-2024 Student Feedback (Community Schools)

- I don't know if we have a nurse??? I do know how to use all the first aid kits tho, does uh that count???
- I don't really know them because I am new.
- i don't think i've met any that i know of.
- they do not deal with bullying as expected you try and speaking up and nonthinking much really changes

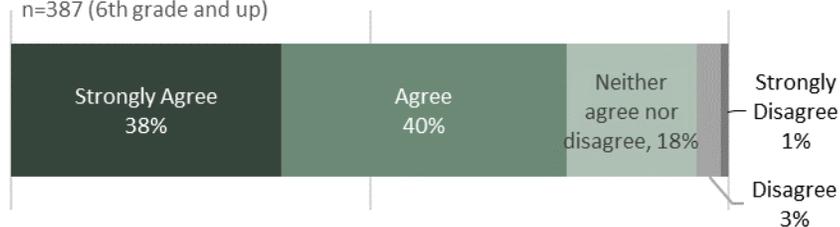
Neutral-
sentiment
Comments

- i want a tattoo when im out of here
- I'm new to this access.

ACCESS 2023-2024 Student Feedback (Community Schools)

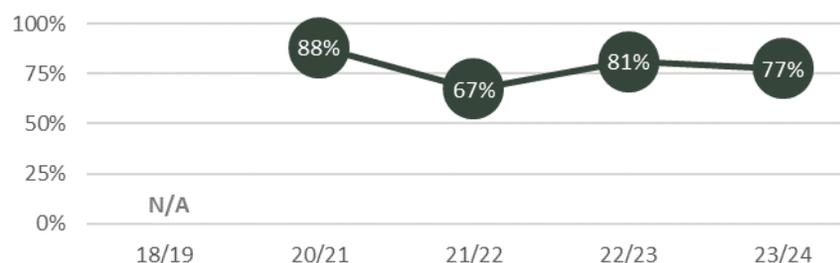
10. My school talks to me about and prepares me for future college and career paths.

n=387 (6th grade and up)



Comparison to Prior Years

Note. % Strongly Agree + % Agree



Appreciation/
Positive
Comments

- I appreciate what the school does for me and everyone else.
- I dont want this school moved
- I like how the staff is very nice and caring. Skyview needs to stay together with the pantry because it helps my families but also the other skyview families
- i like my teacher shes the best teacher i have ever had. I want to keep skyview together.
- i like this school a lot i hope we can keep together and our school dosen't move and this is a wonderfull school.
- i like this school so much and i like how they help you and your family when you need it. i would like this school stay a k-8 program because it is cool
- I love [my teacher] and all the staff. the reason i'm at this school is because of [a teacher], this school is really wonderful so it would be awesome to keep it together.
- I my teacher is the best ever. the skyview staff cares about me and my family. skyview needs to stay together on the current campus.
- I really like the support, and the staff provided at skyview, and i think its better than my old school because i learned a alot more here.
- I think skyview is very welcoming and has very nice staff. I think skyview is best when we are all together. skyview needs to stay together with the pantry because it helps all the skyview families.
- I was very educated in what colleges would be great for me, and what paths I can take which I found cool :) Overall, PCHS is a great high school, there's a lot of homework yes, but I think that it's good for building character and independence.
- if i ever want to talk about my college plans they flood you with loads of options to take.
- Please don't separate this school its very calm here.
- school staff cares about me and all the students. I don't want the school to break up
- Skyview is a very special place and they do a lot for there students and i would really appreciate if u guys would keep the school together

ACCESS 2023-2024 Student Feedback (Community Schools)

	<ul style="list-style-type: none"> • Sunburst youth academy does everything in they're power to make sure we have no distractions to not do good in school, SYA helps us find our goals and gives us the materials we need to be better • they take us to alot of collage filed trips
Mixed-sentiment Comments	<ul style="list-style-type: none"> • maybe be more compassionate and less dismissive. other than that the academy is alright. • The school prepares me but not for career paths and I'd like more information about careers not just about skills I'll need in general.
Suggestions/ Needs	<ul style="list-style-type: none"> • Getting more help with future career planning and what i'm gonna do in life in general figuring out what college to go to and how i'm gonna have the money and support i need how high school's gonna be like and how to get a work permit just a lot of things i need help for the future
Neutral-sentiment Comments	<ul style="list-style-type: none"> • im getting my girl pregnant when i get out

ACCESS Student Feedback -
(Community Schools)
Supplemental Results by Student Group

2023-2024

Prepared by
Orange County Department of Education
Evaluation & Data Center

March 2024

ACCESS 2023-2024 Student Feedback (Community Schools) – Supplemental Results by Student Group

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 online with an approximate 4-week administration window: January 22, 2024, to February 16, 2024. Following the 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, 431 survey responses were received (N=431 students).

Analysis:

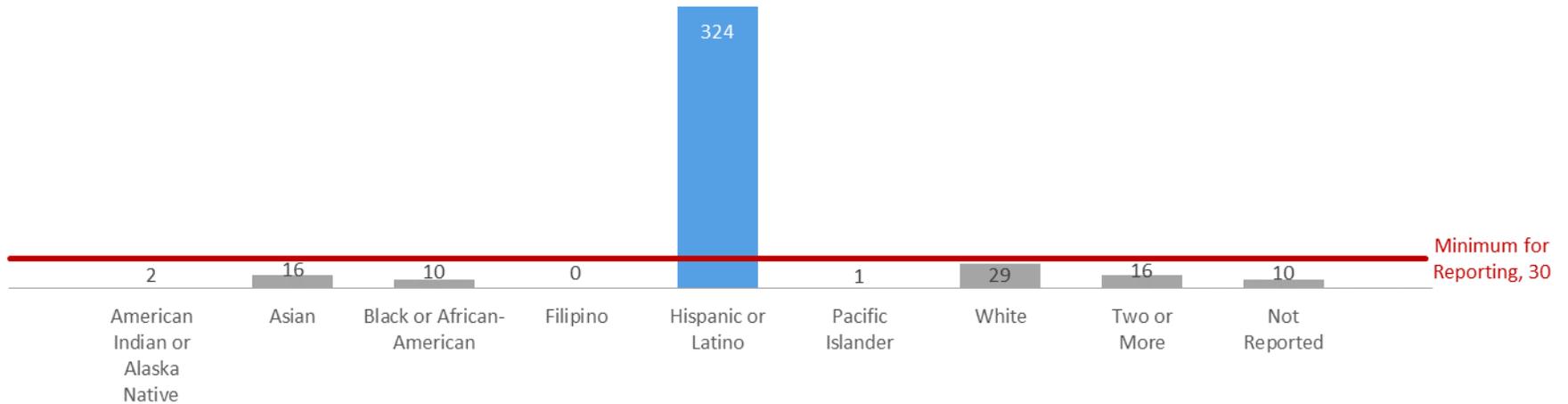
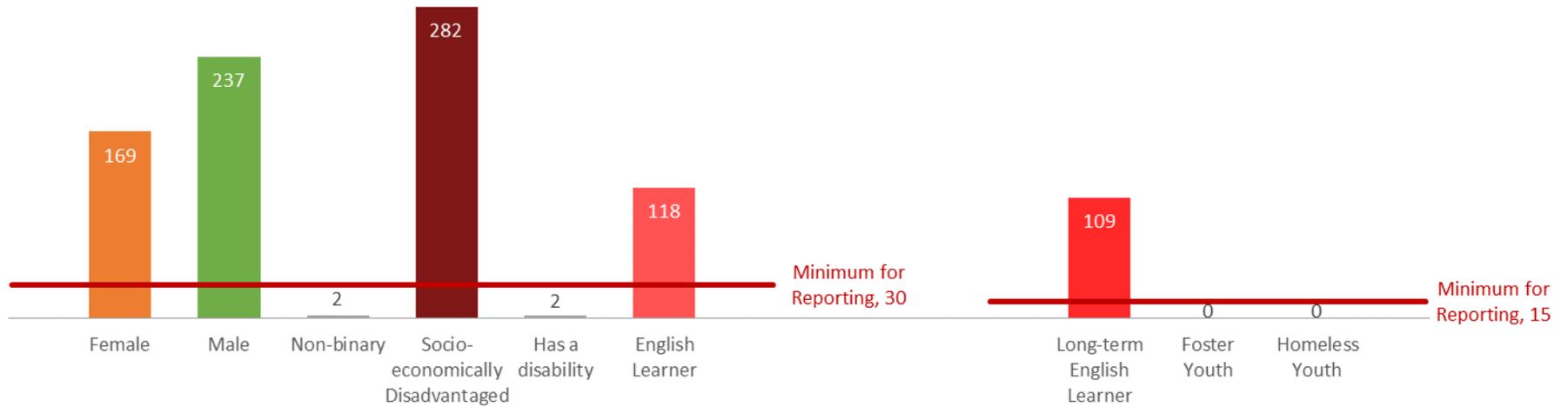
The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with “N/A” were excluded from the analysis. Student responses were matched to their demographic categories by students’ 6-digit Perm ID Number for the purpose of disaggregating data by student groups identified in California *Education Code (EC)* Section 52052. Only results for numerically significant subgroups are reported (see table below).

Demographic Categories	Numerically Significant Minimum
Ethnic subgroups	30 for each subgroup
Socio-economically disadvantaged	30
Pupils with disabilities	30
English Learners	30

Demographic Categories	Numerically Significant Minimum
Foster youth	15
Homeless youth	15
Long-term English Learners (defined as a pupil who has not attained English language proficiency within seven years of initial classification as an English Learner)	15

ACCESS 2023-2024 Student Feedback (Community Schools) – Supplemental Results by Student Group

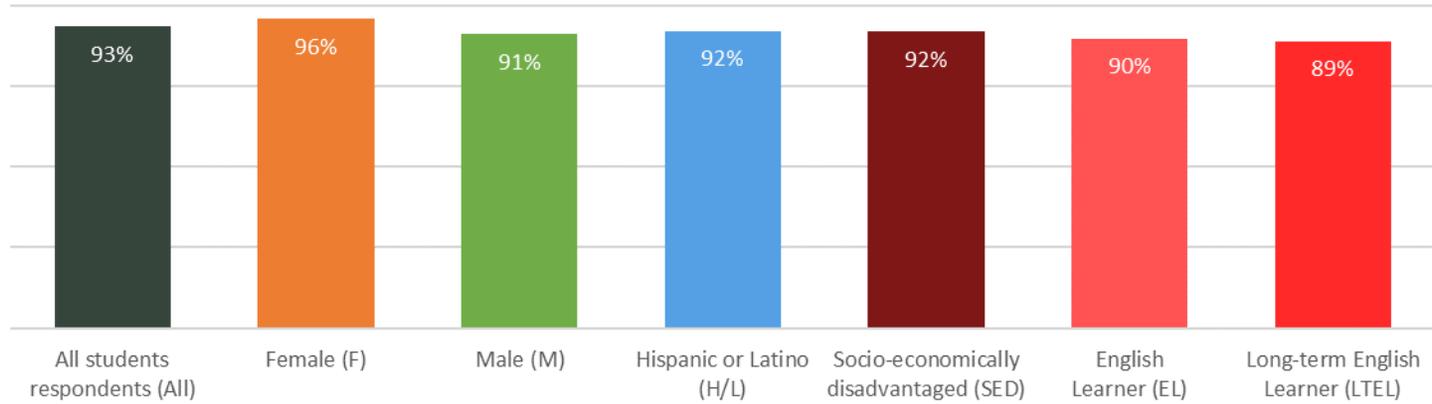
Survey results for only the following student groups are reported because they have a sufficient number of survey responses to meet the minimum for numerical significance: All student respondents, Female, Male, Hispanic or Latino, Socioeconomically disadvantaged, English Learner, and Long-term English Learner.



ACCESS 2023-2024 Student Feedback (Community Schools) – Supplemental Results by Student Group

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

% Strongly Agree + % Agree



ACCESS 2023-2024 Student Feedback (Community Schools) – Supplemental Results by Student Group

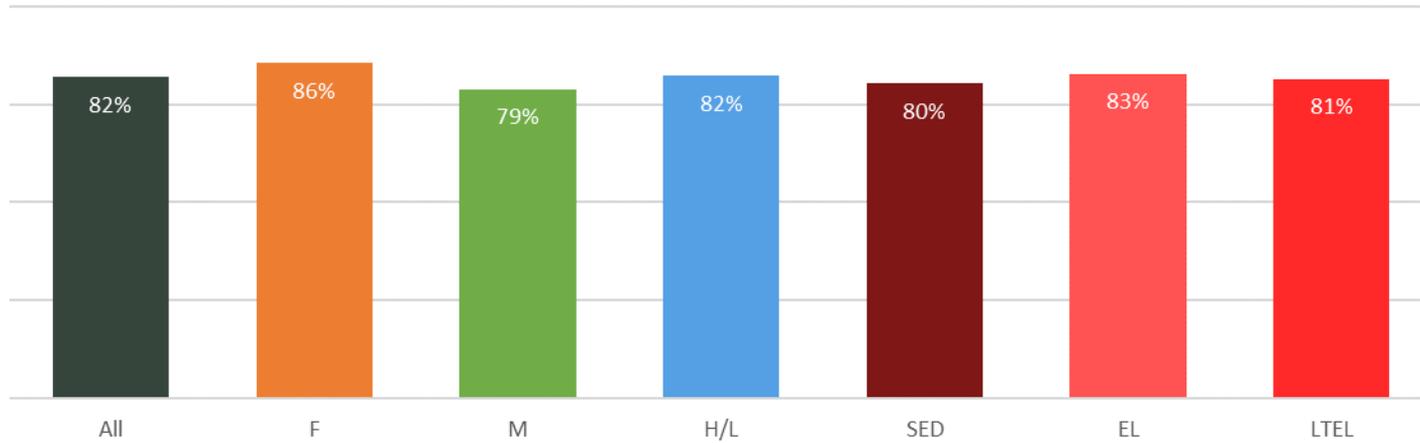
2. Check all that have been provided to you by your school.



ACCESS 2023-2024 Student Feedback (Community Schools) – Supplemental Results by Student Group

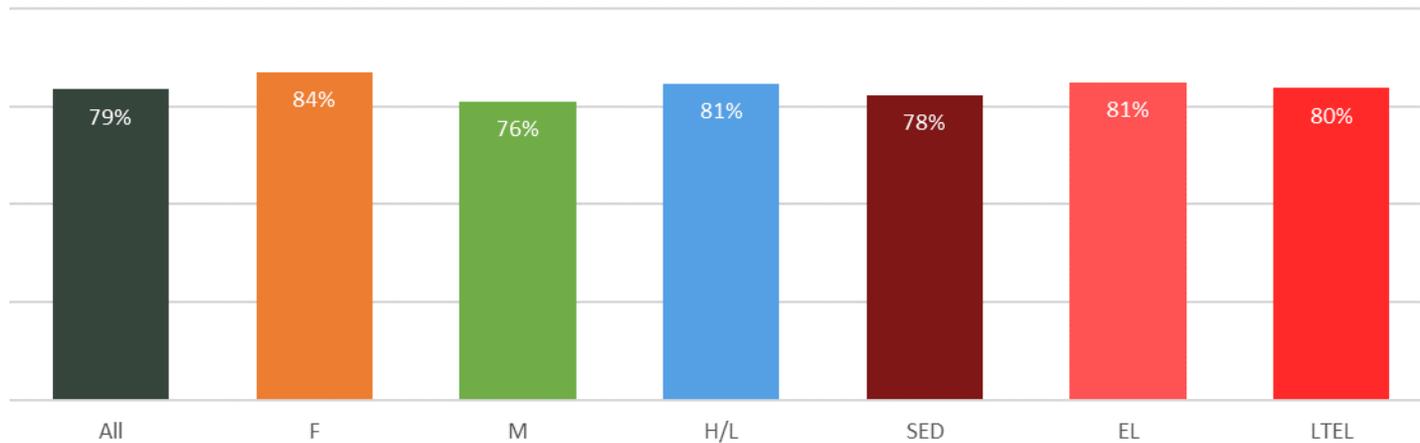
3. My school works with my parents/guardian to help me to do my best in school.

% Strongly Agree + % Agree



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

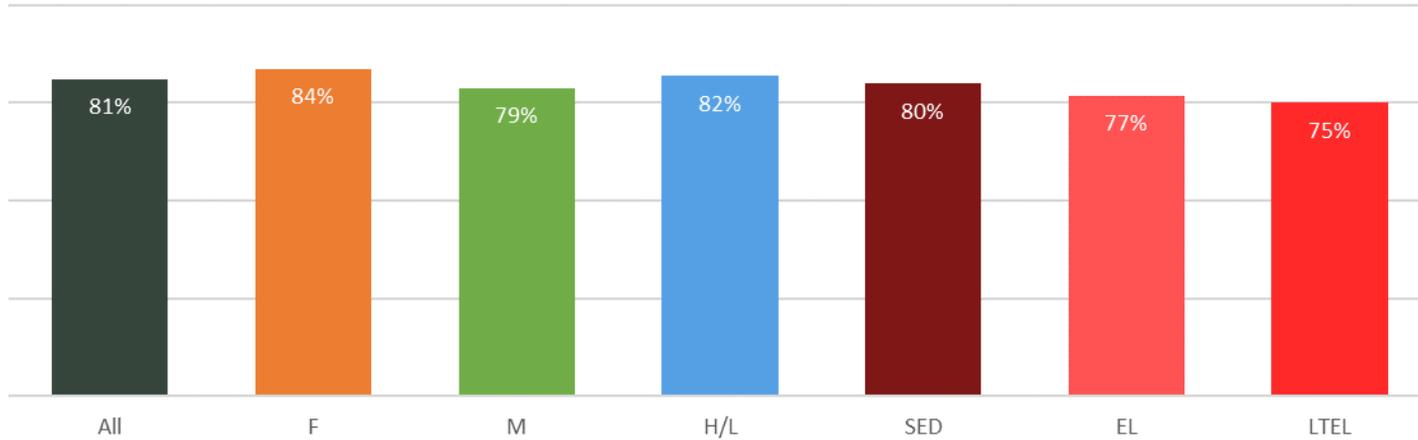
% Strongly Agree + % Agree



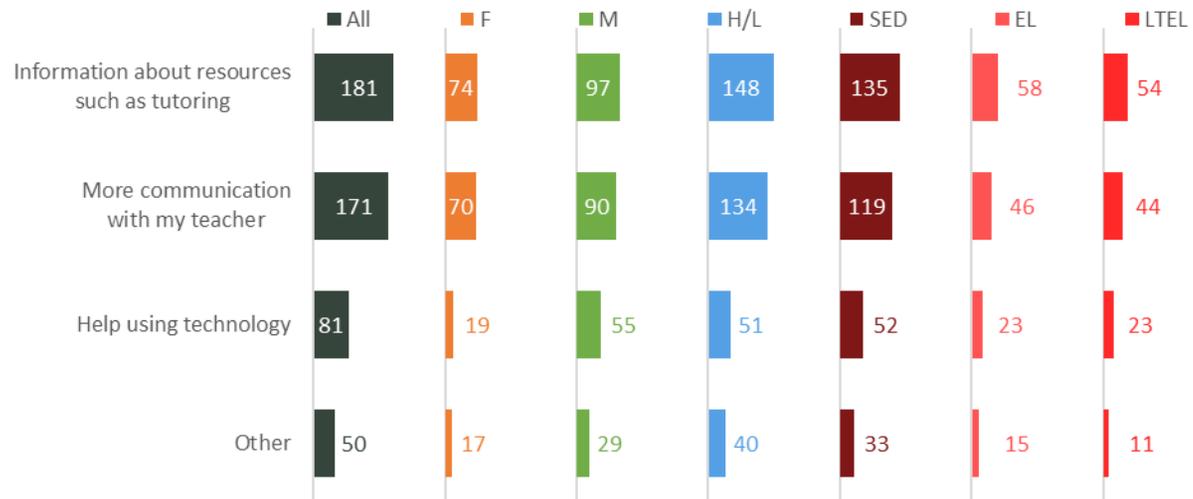
ACCESS 2023-2024 Student Feedback (Community Schools) – Supplemental Results by Student Group

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

% Strongly Agree + % Agree



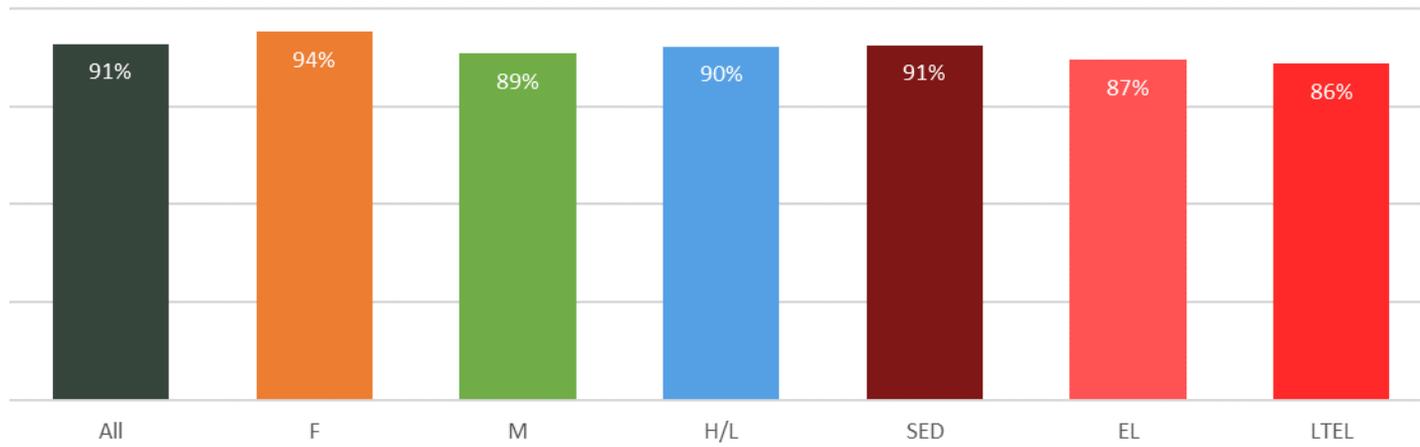
6. What can the school do that would help you better achieve your learning goals? (check all that apply)



ACCESS 2023-2024 Student Feedback (Community Schools) – Supplemental Results by Student Group

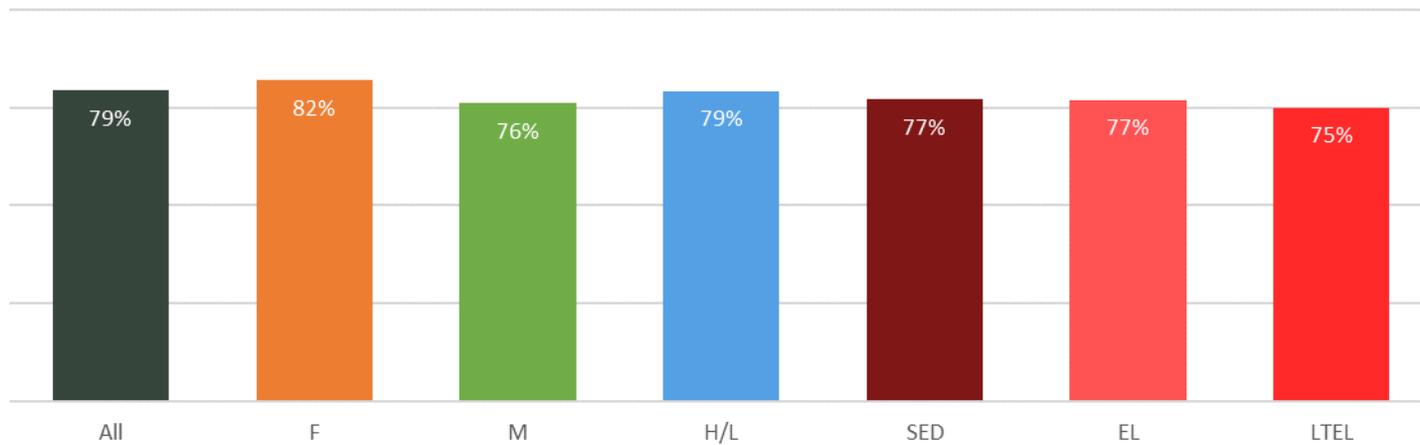
7. My school provides meaningful and engaging learning opportunities for me.

% Strongly Agree + % Agree



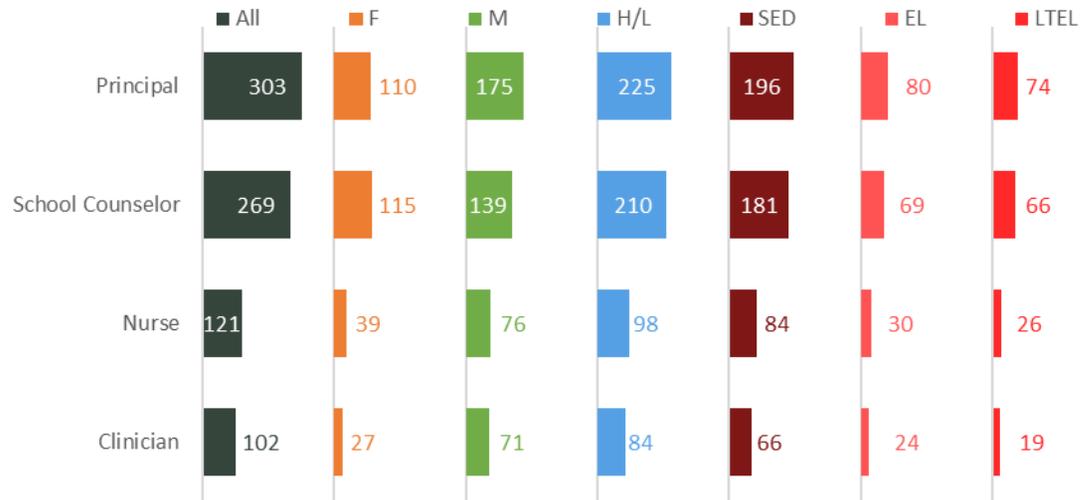
8. My school supports and values cultural diversity and inclusion.

% Strongly Agree + % Agree



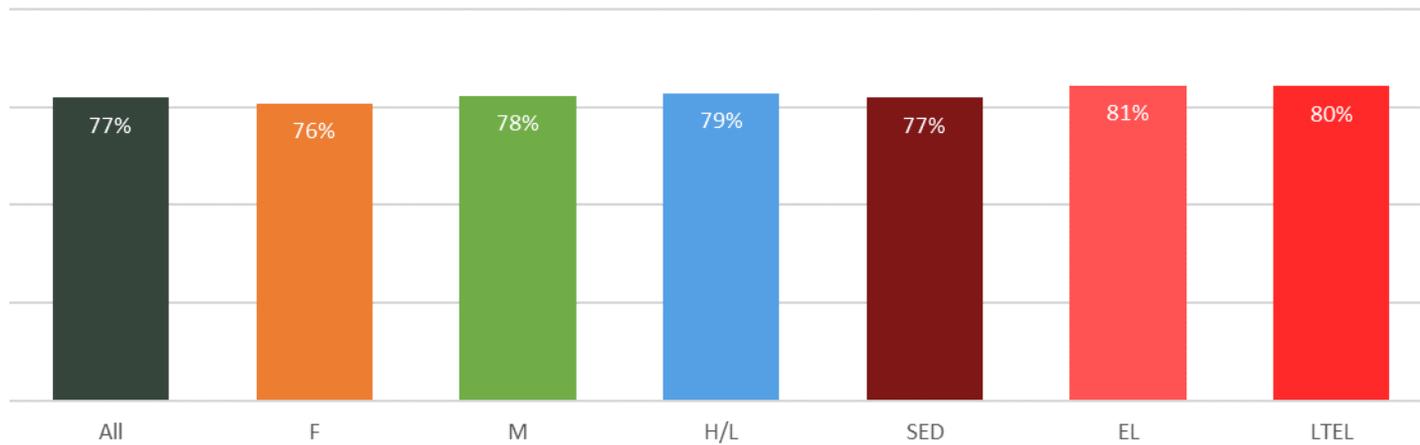
ACCESS 2023-2024 Student Feedback (Community Schools) – Supplemental Results by Student Group

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



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

% Strongly Agree + % Agree



ACCESS Student Feedback -
(Institution Schools)

2023-2024

Prepared by
Orange County Department of Education
Evaluation & Data Center

April 2024

ACCESS 2023-2024 Student Feedback (Institution Schools)

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:

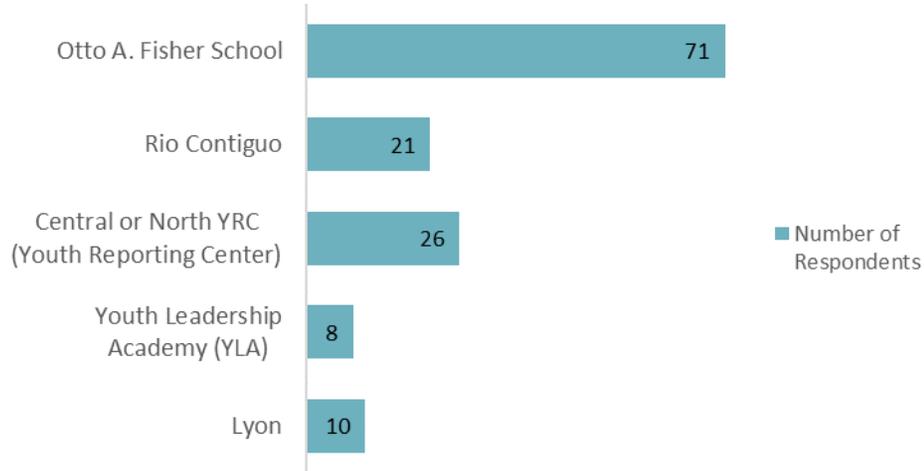
The survey was administered as an online survey with an approximate 4-week administration window: January 22, 2024, to February 16, 2024. Following standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 138 survey responses were received (N=138 students).

Analysis:

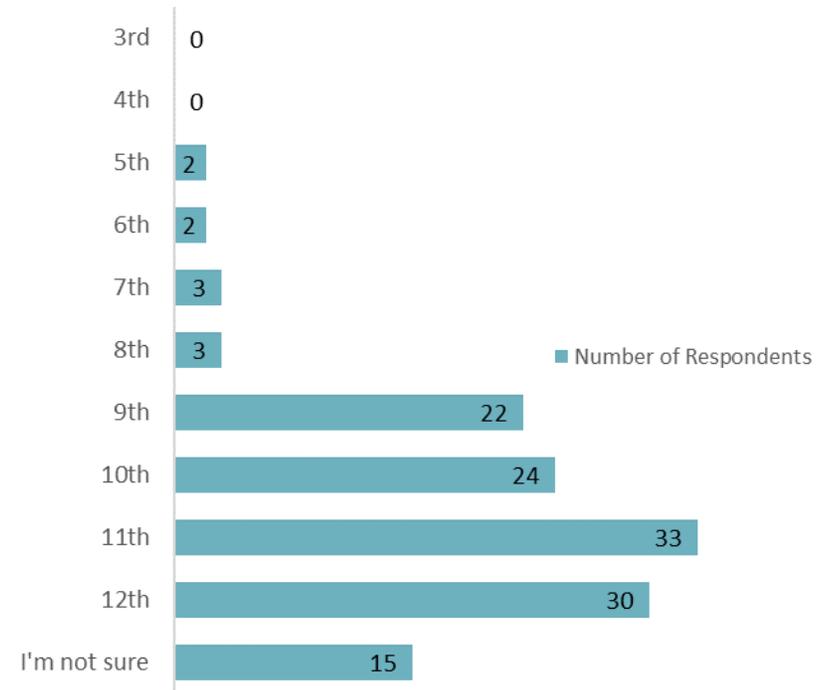
The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received.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

ACCESS 2023-2024 Student Feedback (Institution Schools)

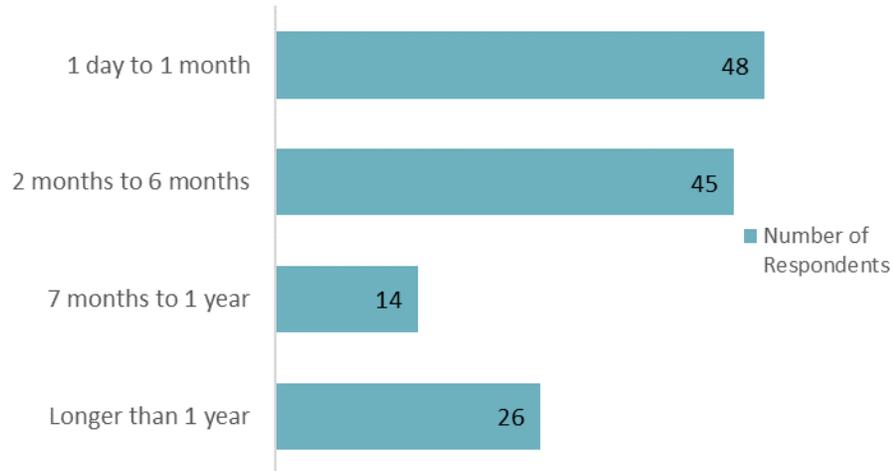
What school site do you attend?



Your grade level:

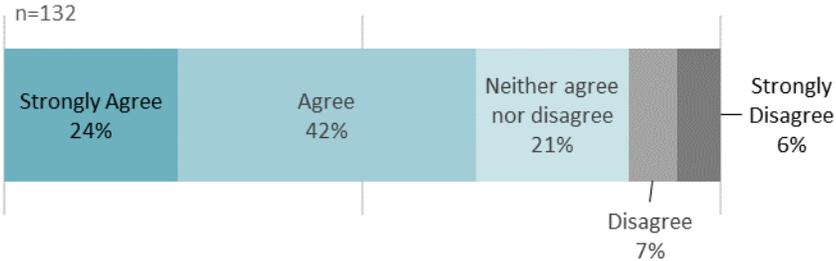


How long have you been enrolled in an ACCESS school?



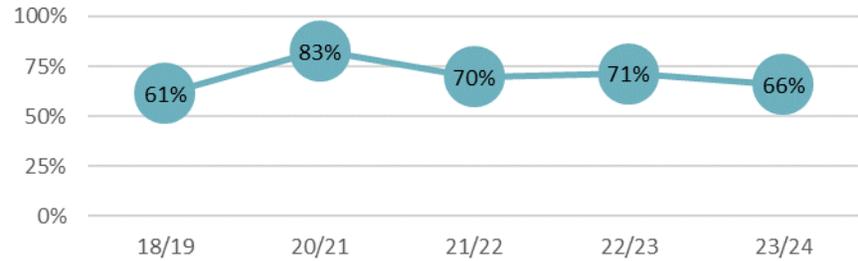
ACCESS 2023-2024 Student Feedback (Institution Schools)

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



Comparison to Prior Years

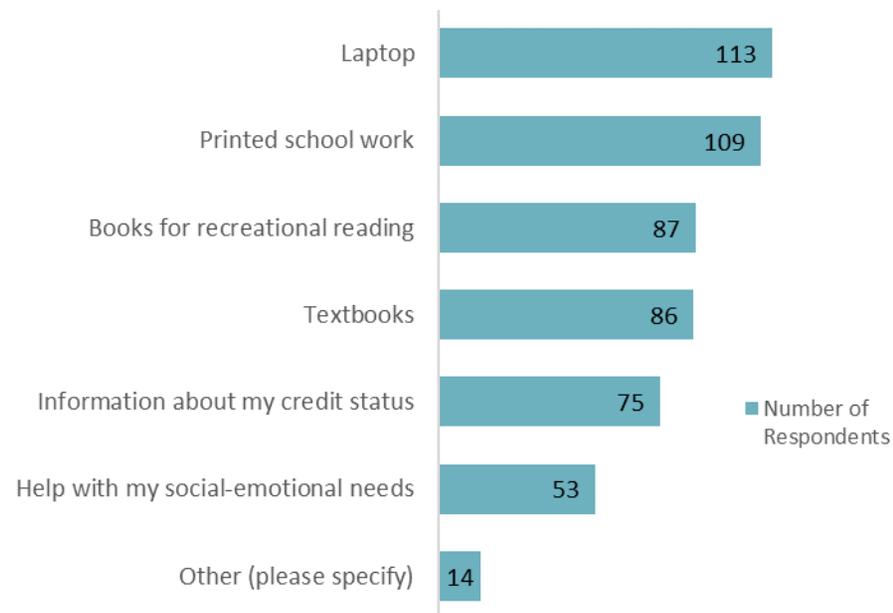
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> • because they give you the nalige [knowledge] you need • first day, so far so good • its cool • well having textbooks and learning tools to meet everyone's educational needs is already good
Mixed- sentiment Comments	<ul style="list-style-type: none"> • just a laptop
Suggestions/ Needs	<ul style="list-style-type: none"> • i want to go back to regular high school • I would like to type school work on computer • need more tutor • po's are very rude • ridiculous cause we dont use em • ridiculous cuz we dont use them • think more resources should be provided as well as more help from teachers • we need to use laptops more
Neutral- sentiment Comments	<ul style="list-style-type: none"> • tutor

ACCESS 2023-2024 Student Feedback (Institution Schools)

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



Write in responses for Other

- food
- food
- I never asked for socio - emotional needs
- lots of help and motivation
- more access to the internet
- notebook and pen
- nothing to i hate pls unenroll me
- snacks
- sports

Appreciation/ Positive Comments	<ul style="list-style-type: none"> • [Staff member] needs a raise because she helps a lot with us • [Staff member] needs a raise cuz she is the best helper ever I meat in my life she is the best she a good person and she always really to help us. thats why yall need to give her a raise she the best to be honest we all love her
Mixed- sentiment Comments	<ul style="list-style-type: none"> • [Staff member] is mid for giving us more food • we have laptops and other things like the things in 2 except for help with social emotional needs, isn't that for school therapy?
Suggestions/ Needs	<ul style="list-style-type: none"> • Bring music back as a privilege • bring music back for the teachers to play as a privilege when we would do good and finish are work • bring music back it helps me • bring music back we concentrate better probation was wrong for removing it • I wanna get out of here • Music • need music to focus on school work • need the ability to research on the computer because it holds us back from good education

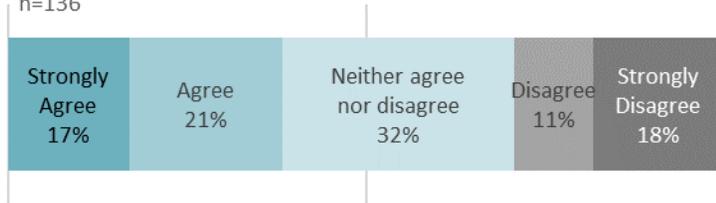
ACCESS 2023-2024 Student Feedback (Institution Schools)

Neutral-sentiment Comments	<ul style="list-style-type: none">• provided music back• we want music back! (unit 200)• I haven't asked about my credits that's the only reason I have not been updated.
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ACCESS 2023-2024 Student Feedback (Institution Schools)

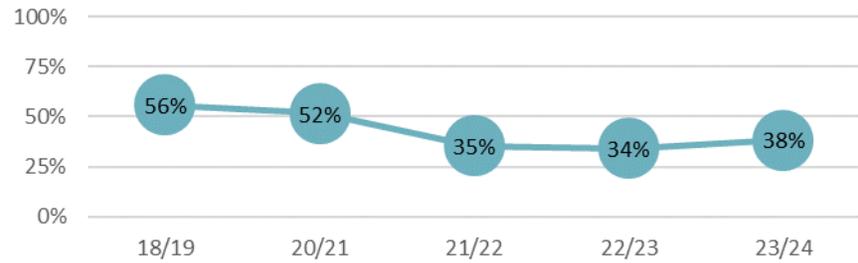
3. My school works with my parents/guardian to help me to do my best in school.

n=136



Comparison to Prior Years

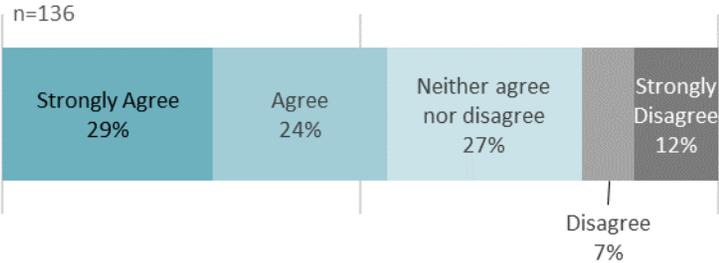
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> because they tell them what I'm missing
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> i hate school i wanna get out of here and be educated let my parents know how I'm doing
Neutral- sentiment Comments	<ul style="list-style-type: none"> Gap I don't know, I haven't asked parents not involved in my current education

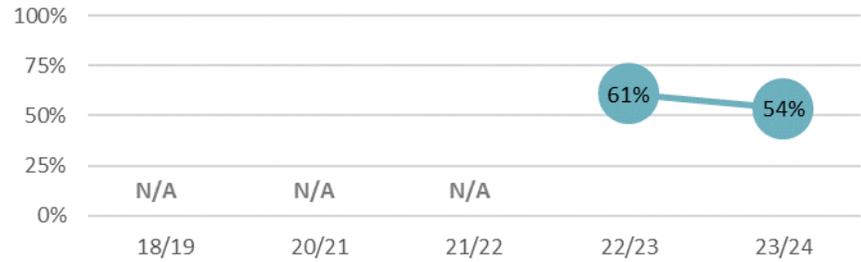
ACCESS 2023-2024 Student Feedback (Institution Schools)

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



Comparison to Prior Years

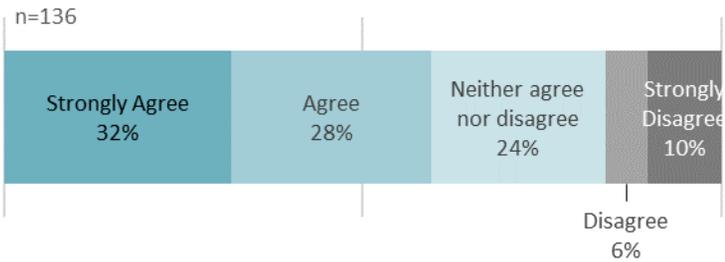
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> • I like the food the class makes • [Staff member] cares about us a lot • She is very motivating and helps me a lot. I thought I was dumb before. • yes because they want me to learn
Mixed- sentiment Comments	None received
Suggestions/ Needs	None received
Neutral- sentiment Comments	<ul style="list-style-type: none"> • [Staff member] always tells not to leave but i always leave cus i am him • they just here to do there job like the rest

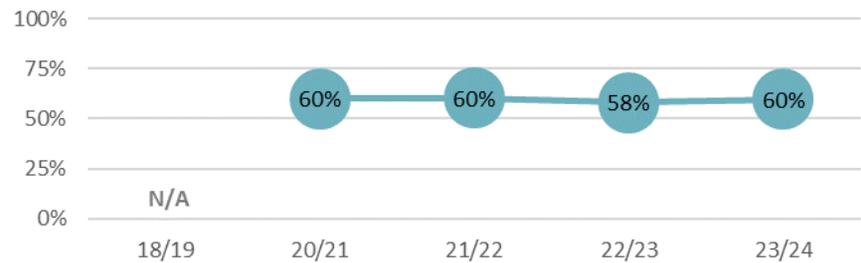
ACCESS 2023-2024 Student Feedback (Institution Schools)

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



Comparison to Prior Years

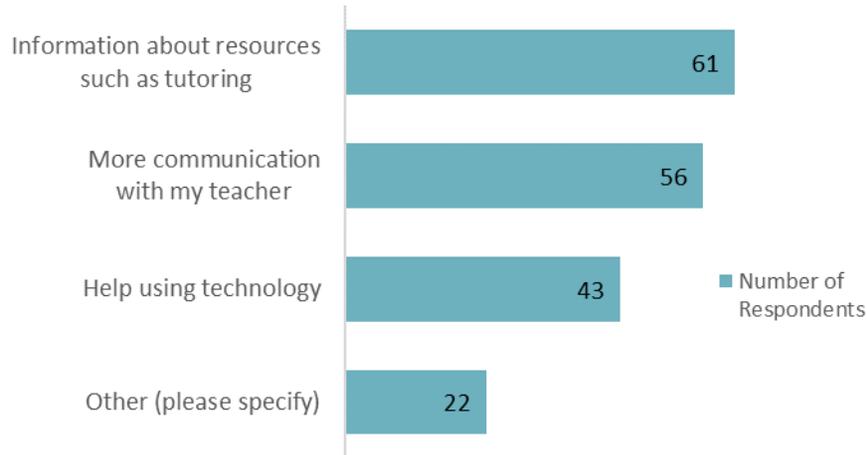
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> • he real for that • [Staff member] is super caring • They ask. Sometimes I don't answer, but they tried. • yes because they want me to graduate
Mixed- sentiment Comments	<ul style="list-style-type: none"> • Sometimes • The class is cool by why block spotify weirdo
Suggestions/ Needs	<ul style="list-style-type: none"> • no way • they dont
Neutral- sentiment Comments	None received

ACCESS 2023-2024 Student Feedback (Institution Schools)

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



Write in responses for Other

- ability to research on computer
- Actually try and help us not removing us for stupid [expletive] [expletive]
- bring back music
- bring back music :(
- By watching more food videos
- counseling
- Culinary arts
- culinary arts
- Extra credit work. I was held back so I want to be back in my grade, Preparation for hard high school math and stuff.
- give us music
- give us music
- Laptops in the unit to do school work
- More snacks
- Music
- need music to help focus
- tell me my grades such as my school credits

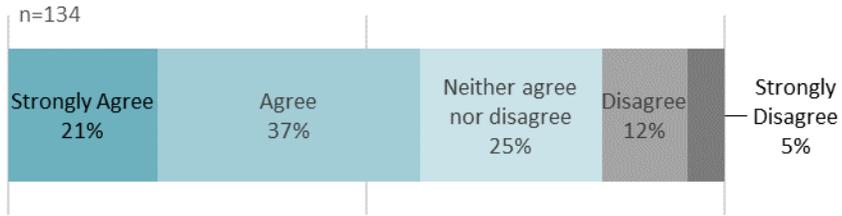
Appreciation/ Positive Comments	<ul style="list-style-type: none"> • [Staff member] is dope • [Staff member] is the best he helps us with everything
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> • be less rude to us • Bring back music! • get me home • give us music for concentration • give us music so we can focus • i dont even like school • let me leave • let us use more tech • music in class

ACCESS 2023-2024 Student Feedback (Institution Schools)

	<ul style="list-style-type: none">• teach us culinary arts• talking with the teacher will be helpful or something
Neutral-sentiment Comments	None received

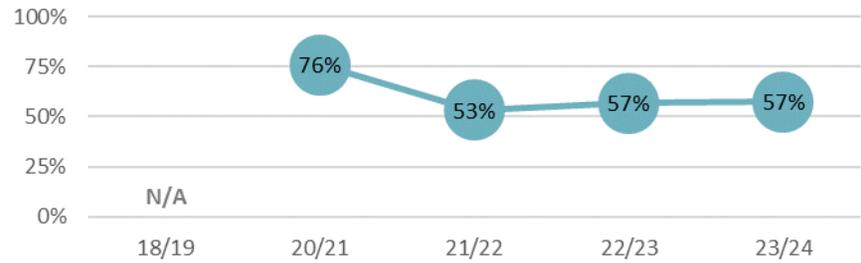
ACCESS 2023-2024 Student Feedback (Institution Schools)

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



Comparison to Prior Years

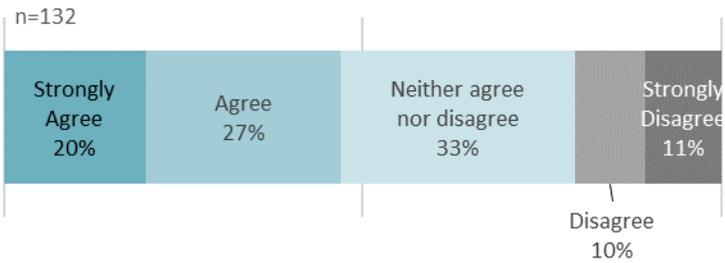
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	<ul style="list-style-type: none"> sometimes they don't
Suggestions/ Needs	<ul style="list-style-type: none"> ehh not really no one talks to us they don't Unblock spotify and youtube
Neutral- sentiment Comments	None received

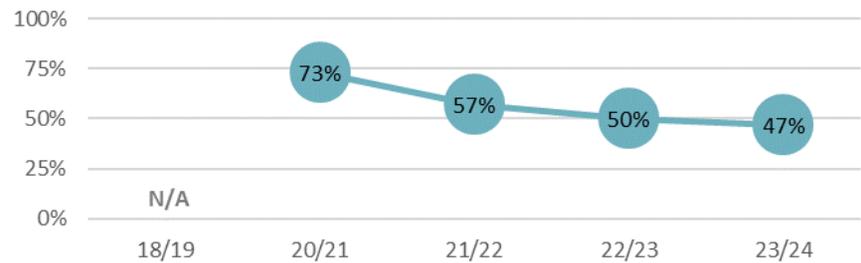
ACCESS 2023-2024 Student Feedback (Institution Schools)

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



Comparison to Prior Years

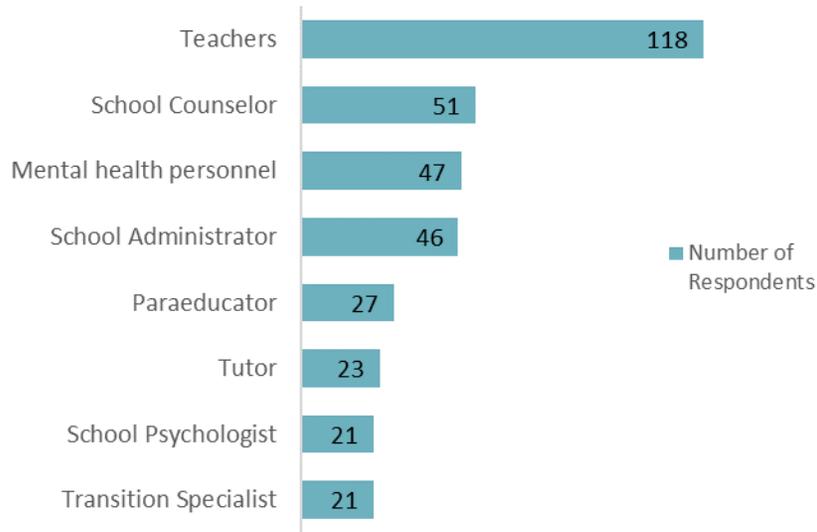
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> • They always have work in Spanish for girls and a Spanish speaker to help. • yes they do
Mixed- sentiment Comments	<ul style="list-style-type: none"> • sometimes
Suggestions/ Needs	<ul style="list-style-type: none"> • not really • Unblock soundcloud
Neutral- sentiment Comments	None received

ACCESS 2023-2024 Student Feedback (Institution Schools)

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

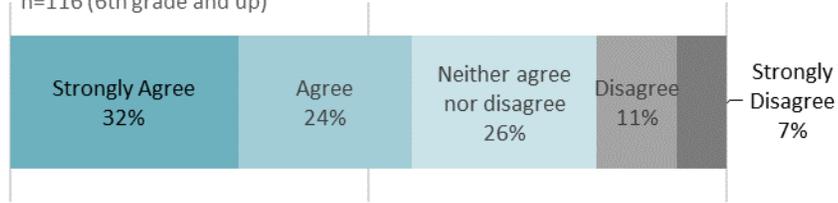


Appreciation/ Positive Comments	<ul style="list-style-type: none"> • yes, all
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> • i dont have mental health? • I feel like I know nobody here/ [staff member] I mean it's okay, I don't need to anybody, I need to leave. • wish they would have motivational speakers come talk to us like last time about their life and bring pizza
Neutral- sentiment Comments	<ul style="list-style-type: none"> • I usually just pay attention to the teacher so I could've met them; just don't remember.

ACCESS 2023-2024 Student Feedback (Institution Schools)

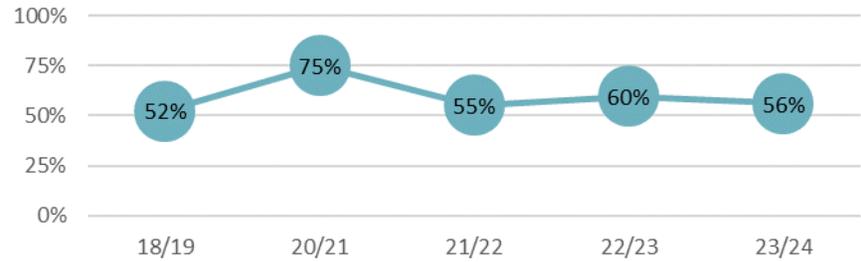
10. My school talks to me about and prepares me for future college and career paths.

n=116 (6th grade and up)



Comparison to Prior Years

Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> Only [staff member]
Mixed- sentiment Comments	<ul style="list-style-type: none"> My teacher is a good teacher on my mama he is. Say free me tho when they feel like it
Suggestions/ Needs	<ul style="list-style-type: none"> like i said i hate school i will never ever like school Unblock Spotify at least
Neutral- sentiment Comments	None received

ACCESS Student Feedback -
(Institution Schools)
Supplemental Results by Student Group

2023-2024

Prepared by
Orange County Department of Education
Evaluation & Data Center

April 2024

ACCESS 2023-2024 Student Feedback (Institution Schools) – Supplemental Results by Student Group

The following is a summary of the data collected from a survey of ACCESS Institution 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 22, 2024, to February 16, 2024. 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, 138 survey responses were received (N=138 students).

Analysis:

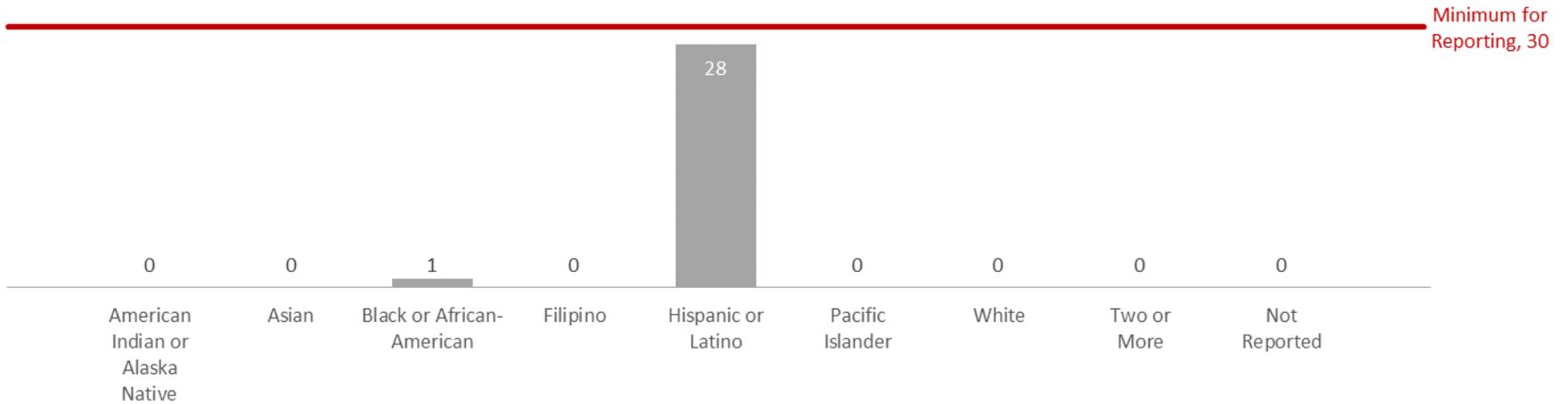
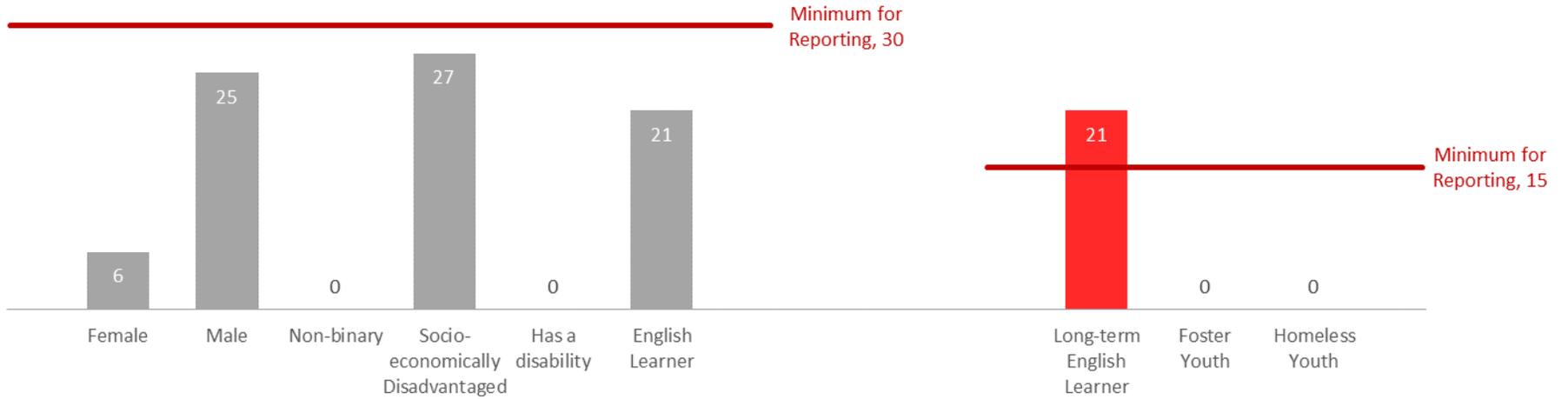
The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Student responses were matched to their demographic categories by students' 6-digit Perm ID Number for the purpose of disaggregating data by student groups identified in California *Education Code (EC)* Section 52052. Only results for numerically significant subgroups are reported (see table below).

Demographic Categories	Numerically Significant Minimum
Ethnic subgroups	30 for each subgroup
Socio-economically disadvantaged	30
Pupils with disabilities	30
English Learners	30

Demographic Categories	Numerically Significant Minimum
Foster youth	15
Homeless youth	15
Long-term English Learners (defined as a pupil who has not attained English language proficiency within seven years of initial classification as an English Learner)	15

ACCESS 2023-2024 Student Feedback (Institution Schools) – Supplemental Results by Student Group

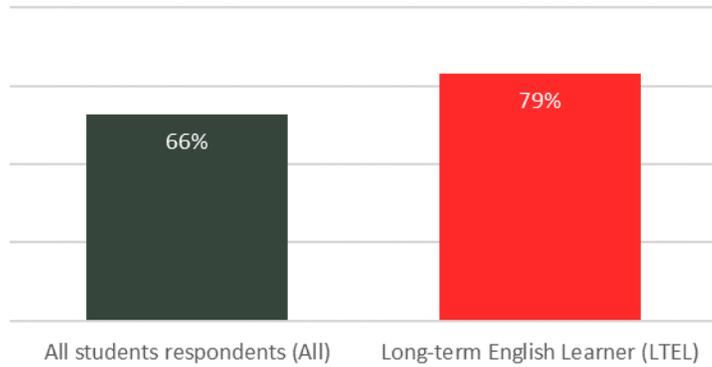
Survey results for only Long-Term English Learners are reported because they have a sufficient number of survey responses to meet the minimum for numerical significance.



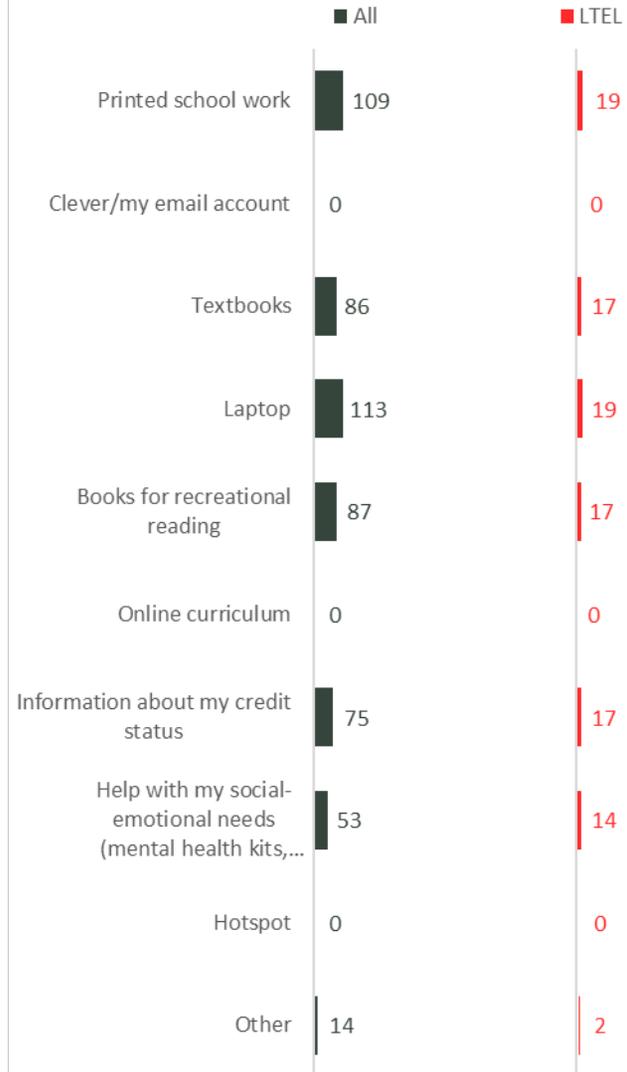
ACCESS 2023-2024 Student Feedback (Institution Schools) – Supplemental Results by Student Group

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

% Strongly Agree + % Agree



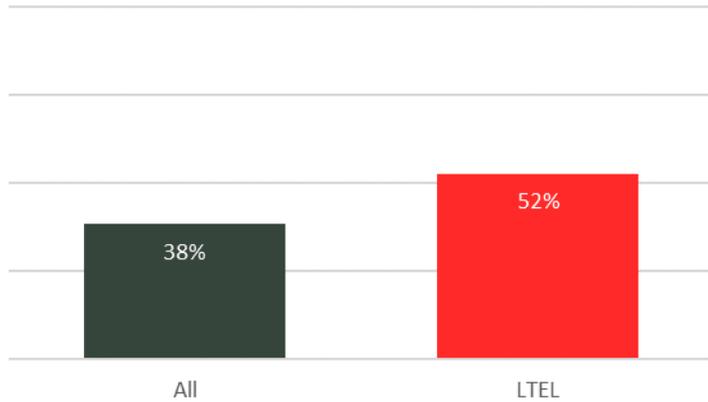
2. Check all that have been provided to you by your school.



ACCESS 2023-2024 Student Feedback (Institution Schools) – Supplemental Results by Student Group

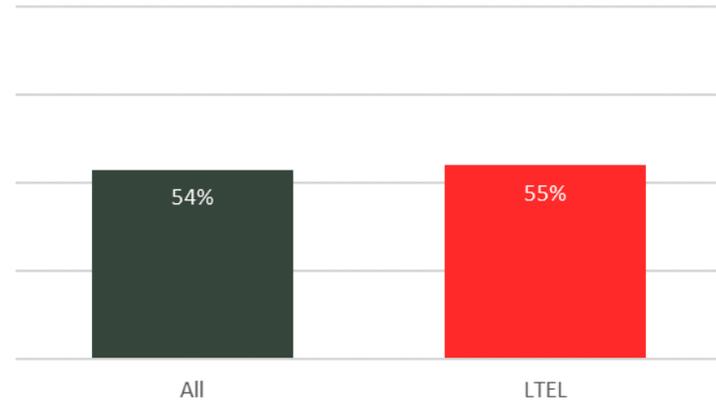
3. My school works with my parents/guardian to help me to do my best in school.

% Strongly Agree + % Agree



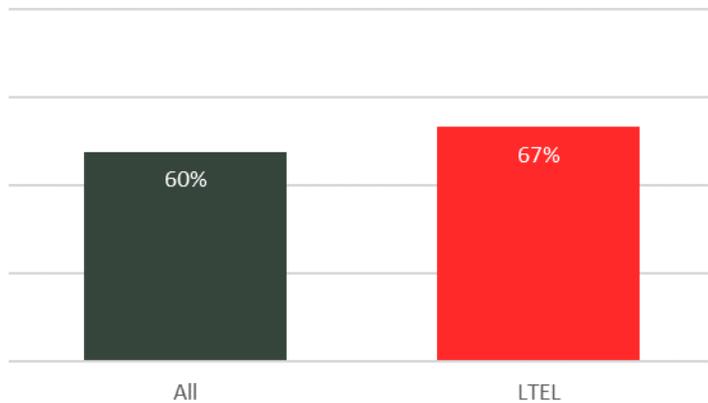
4. I feel like my teacher cares if I am absent from school.

% Strongly Agree + % Agree

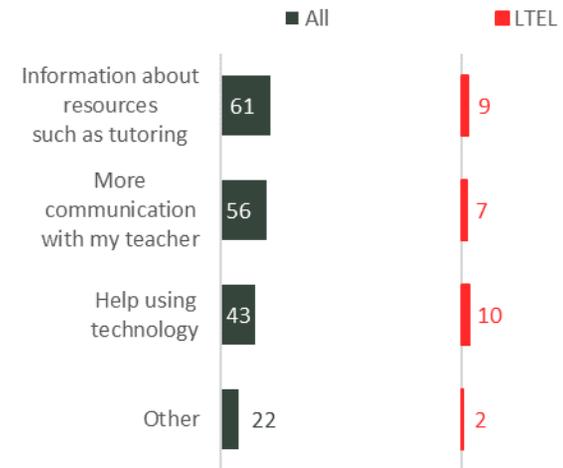


5. School staff talk to me about my goals, plans, and interests.

% Strongly Agree + % Agree



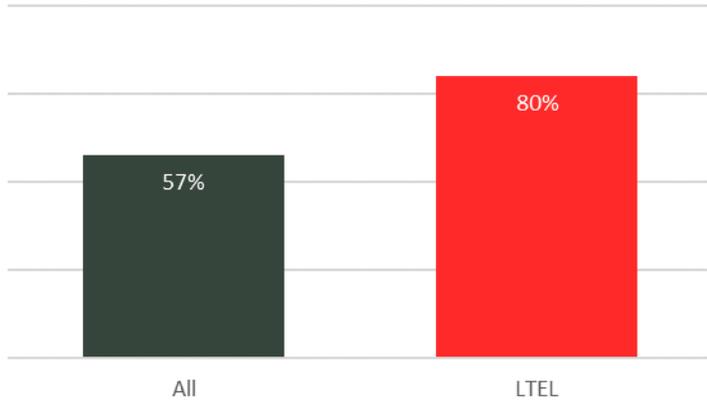
6. What can the school do that would help you better achieve your learning goals? (check all that apply)



ACCESS 2023-2024 Student Feedback (Institution Schools) – Supplemental Results by Student Group

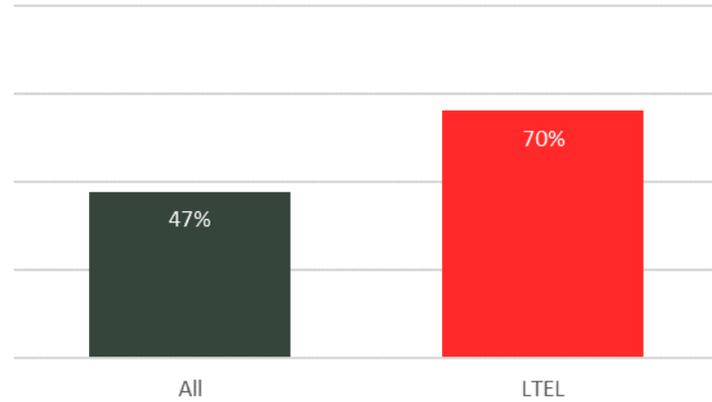
7. My school provides meaningful and engaging learning opportunities for me.

% Strongly Agree + % Agree

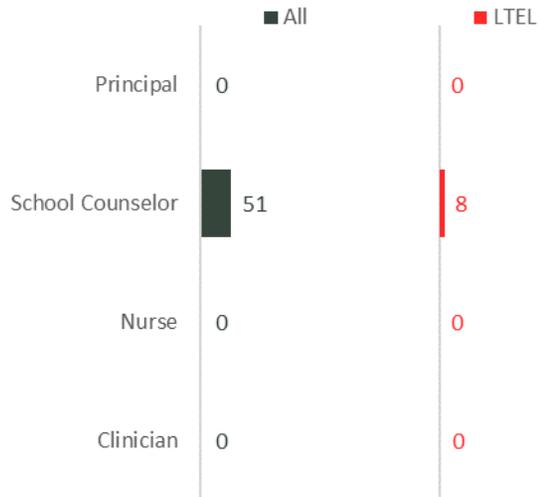


8. My school supports and values cultural diversity and inclusion.

% Strongly Agree + % Agree

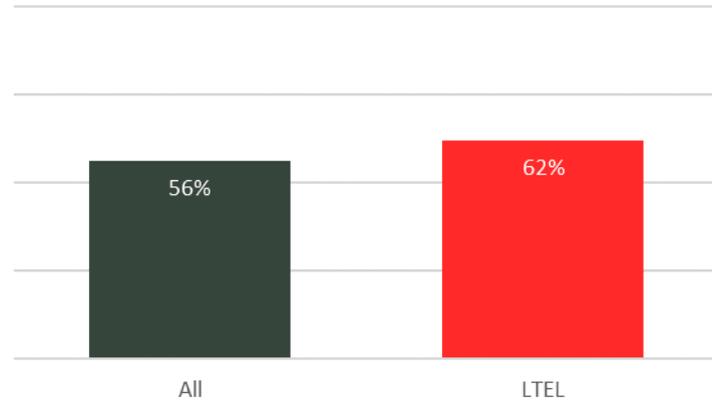


9. I am familiar with the following staff at my school. (check all that apply)



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

% Strongly Agree + % Agree



ACCESS Instructional Staff Feedback

2023-2024

Prepared by
Orange County Department of Education
Evaluation & Data Center

February 2024

ACCESS 2023-2024 Instructional Staff Feedback

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:

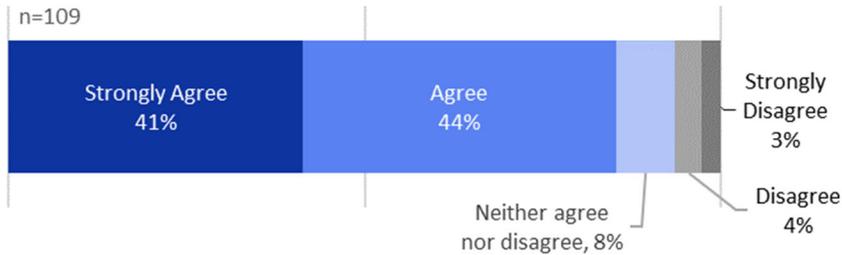
The survey was administered online with an approximate 4-week administration window: January 22, 2024, to February 16, 2024. Following the standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 119 survey responses were received (N=119 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.

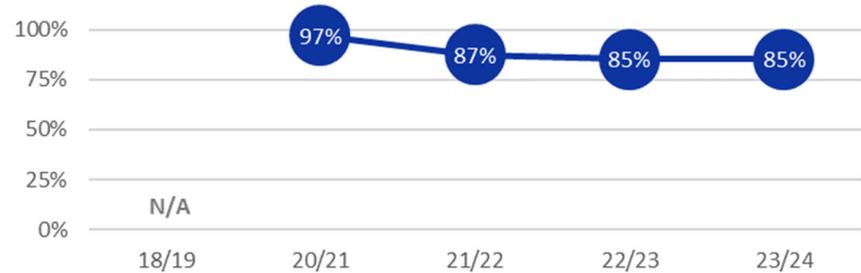
ACCESS 2023-2024 Instructional Staff Feedback

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



Comparison to Prior Years

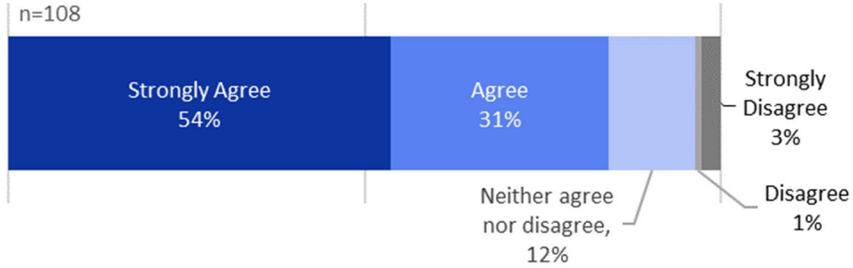
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> Our AU only recently began having staff meeting in October 2023 when getting a new administrator.
Mixed- sentiment Comments	<ul style="list-style-type: none"> I understand the goals, missions, and priorities, just confused on how we are striving to achieve them Not sure the focus of Admin. Seems to change to quickly and not always considering students as main focus. As a teacher, I put the student first and find the best way to help them complete the HS Education. The goal and mission we have in print, yes our priorities? No
Suggestions/ Needs	<ul style="list-style-type: none"> It would be helpful (and bring more unity & momentum) if there were clear - across the board goals and priorities that are the same across all Areas/school sites for our teachers and students alike. Nobody knows what our goals, missions or priorities are. The well being of staff is not a priority. Years of service and performance reviews are meaningless. Several weeks into the fall semester we were told to close our 8th grade down and send all 8th graders back to district. No explanation given for this sudden change. Now we are displacing Sky View so we can open up 8th grade classroom there! Day school classes run by subs for an entire semester? The mission has not been made clear. Different divisions in ACCESS have different goals and cultures. With all of the sudden changes, I believe that ACCESS has lost it's vision.
Neutral- sentiment Comments	None received

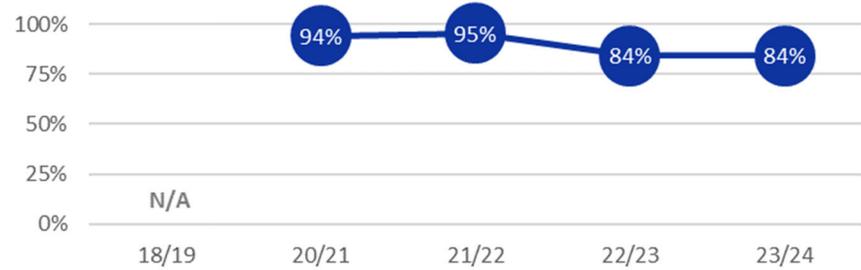
ACCESS 2023-2024 Instructional Staff Feedback

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



Comparison to Prior Years

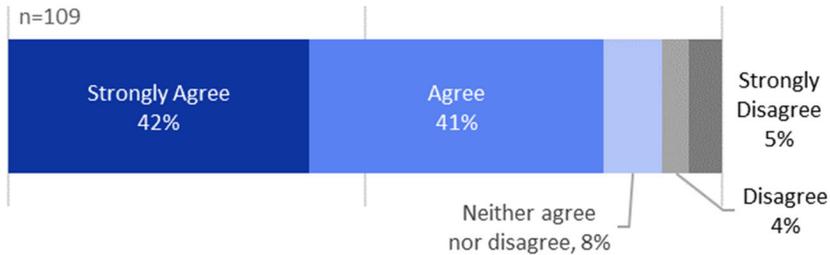
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> Not sure why this is a question. ALL students are valued!! Regardless of culture or differences. It is a given.
Mixed- sentiment Comments	<ul style="list-style-type: none"> I believe that it is the Teachers who support/teach inclusion and diversity, not the District. My school as in my site? Yes. Our school as in "All Sites" no the school site does but not every staff member at my site
Suggestions/ Needs	<ul style="list-style-type: none"> This is not a priority, academic achievement is!
Neutral- sentiment Comments	<ul style="list-style-type: none"> I foster the idea of treating people as INDIVIDUALS as opposed to members of an identity group. We need to prioritize students and develop programs that directly influence these priorities.

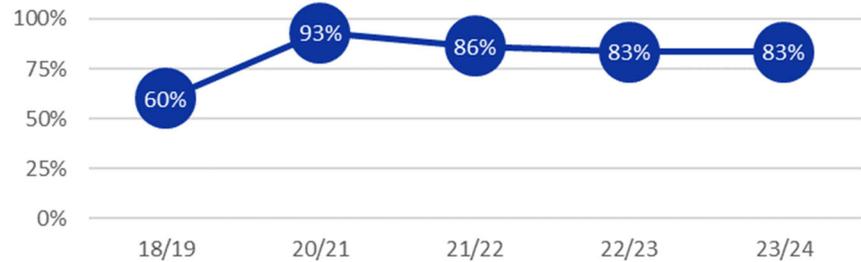
ACCESS 2023-2024 Instructional Staff Feedback

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



Comparison to Prior Years

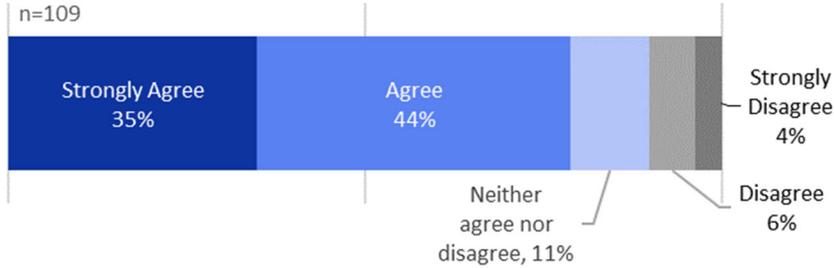
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> • These people are available but a never needed to resolve conflict between students and teachers. • We do have more resources now, to deal with these challenges.
Mixed- sentiment Comments	<ul style="list-style-type: none"> • General answer yes, however our system does not make positive use of our staff or collaboration in many ways in the classroom. Teachers are with our students everyday, yet we are rarely a part of a discussion in 'planning'. there are not enough characters to type to finish • This has been true for me at HUB sites, but it is hardly true for the day schools in the community.
Suggestions/ Needs	<ul style="list-style-type: none"> • I am blown away at the lack of support. Support staff here don't like to be in the classroom with students. • I feel that there is to little to late. There are pockets of support but not in the areas that we as teachers need the most. I need students to attend, to develop programs that address their needs so it creates an environment that students want to be here. SEL Education • Support staff split their time between sites and are often off site, at other sites, in trainings, or otherwise not available when issues arise. Support staff do what they want to do & their direct supervisor is off site & not aware that they do not support teachers or consult with teachers re: stu • The counseling dept is limited.
Neutral- sentiment Comments	None received

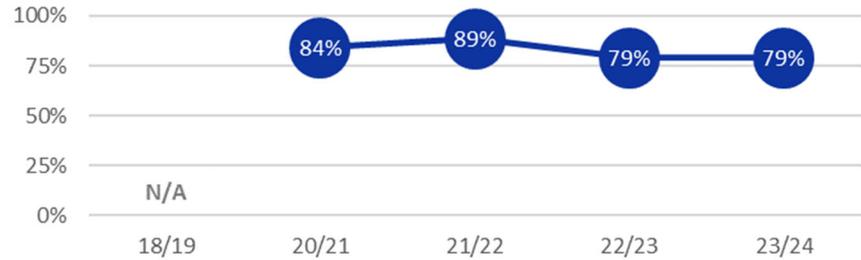
ACCESS 2023-2024 Instructional Staff Feedback

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



Comparison to Prior Years

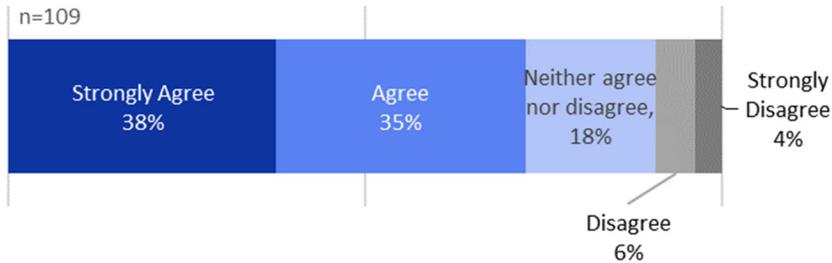
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	<ul style="list-style-type: none"> • More for us than our students. We need supports for the students • Our school is fortunate to have a solid, available school counselor, especially since we don't have a clinician anymore. I am concerned, though, because school counselors don't do weekly therapy and some kids (not sped) could benefit from weekly therapy
Suggestions/ Needs	<ul style="list-style-type: none"> • Counseling and administrative staff cannot be trusted with mental health issues • Kalmus sends a link every once in a while. In action, NO. The organization states it wants to adopt Restorative Practices as a culture shift, no follow through. Again, 2 years later, the org wants to improve culture with Orange Frog, trained everyone, no follow through. again not enough character • Need more counseling staff to support this. • To be honest i think there is an over emphasis on our mental health". I find it a bit infantilizing and condescending. I am a grown up and it is my job to secure my "mental health and happiness" not my employers.
Neutral- sentiment Comments	None received

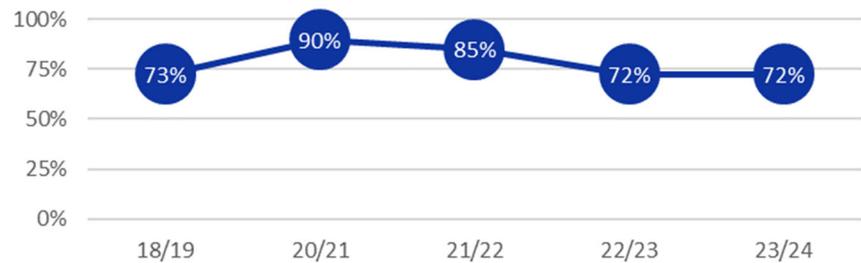
ACCESS 2023-2024 Instructional Staff Feedback

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



Comparison to Prior Years

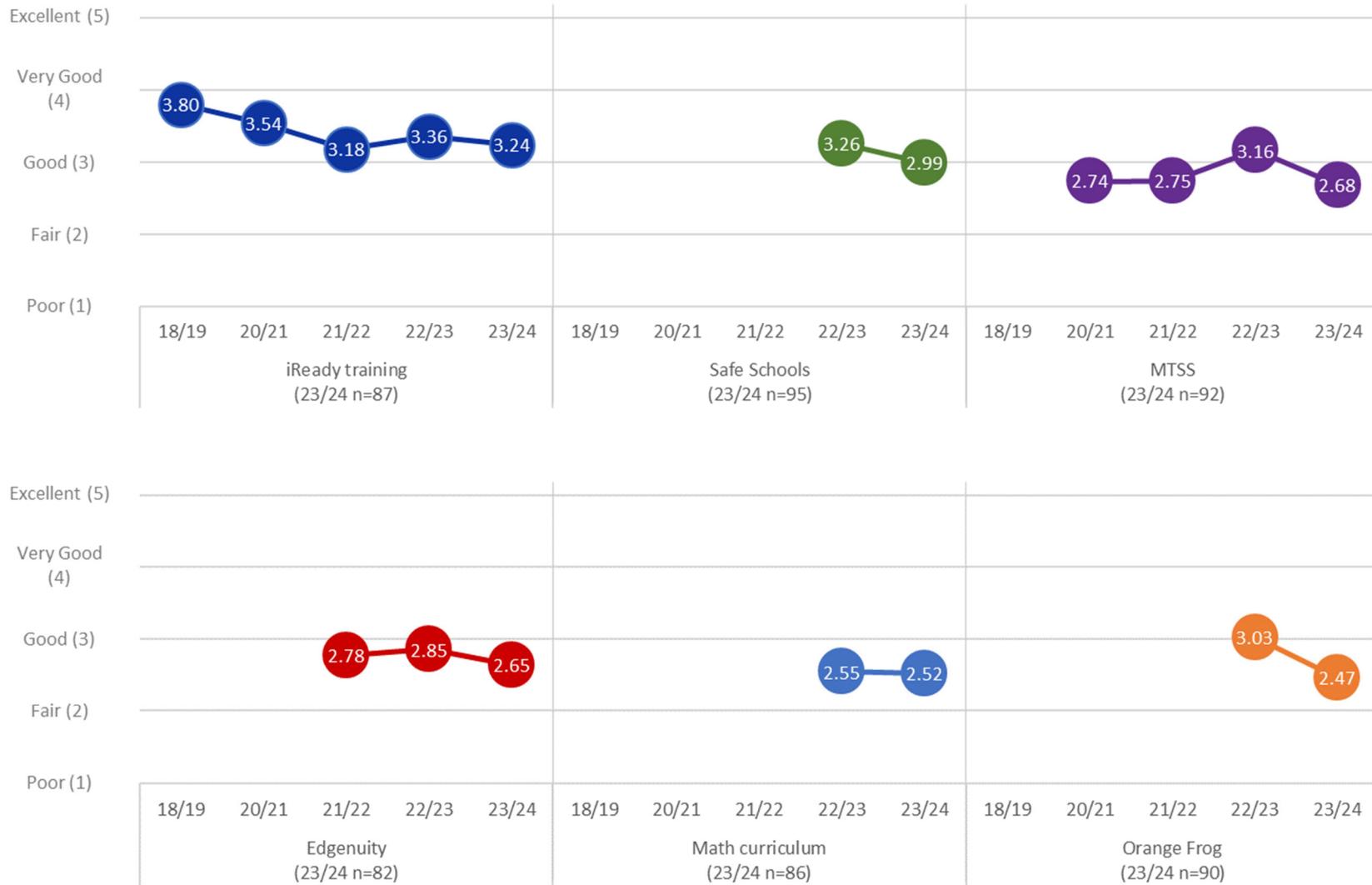
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> For the vast majority of my career I have been blessed with solid and supporting Principals who recognize, understand and support what I do in the classroom. My principal(s) have both been very supportive of my requests for specific, applicable trainings/professional development.
Mixed- sentiment Comments	<ul style="list-style-type: none"> I am able to attend many prof dev opportunities if I request, we need to revisit having curriculum conversations I attend trainings & conferences to get the most current & relevant information to support my students. I find that many staff attend trainings that are not relevant to their job description or duties & do not help their AU or school site. It just seems like a waste of resources in my opinion.
Suggestions/ Needs	<ul style="list-style-type: none"> I have not been offered opportunities to train on Edgenuity, iReady, MTSS, or Orange Frog. I would gladly participate in the trainings, if offered. I want so much more for our students. Let us do PD through PLC's
Neutral- sentiment Comments	None received

ACCESS 2023-2024 Instructional Staff Feedback

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



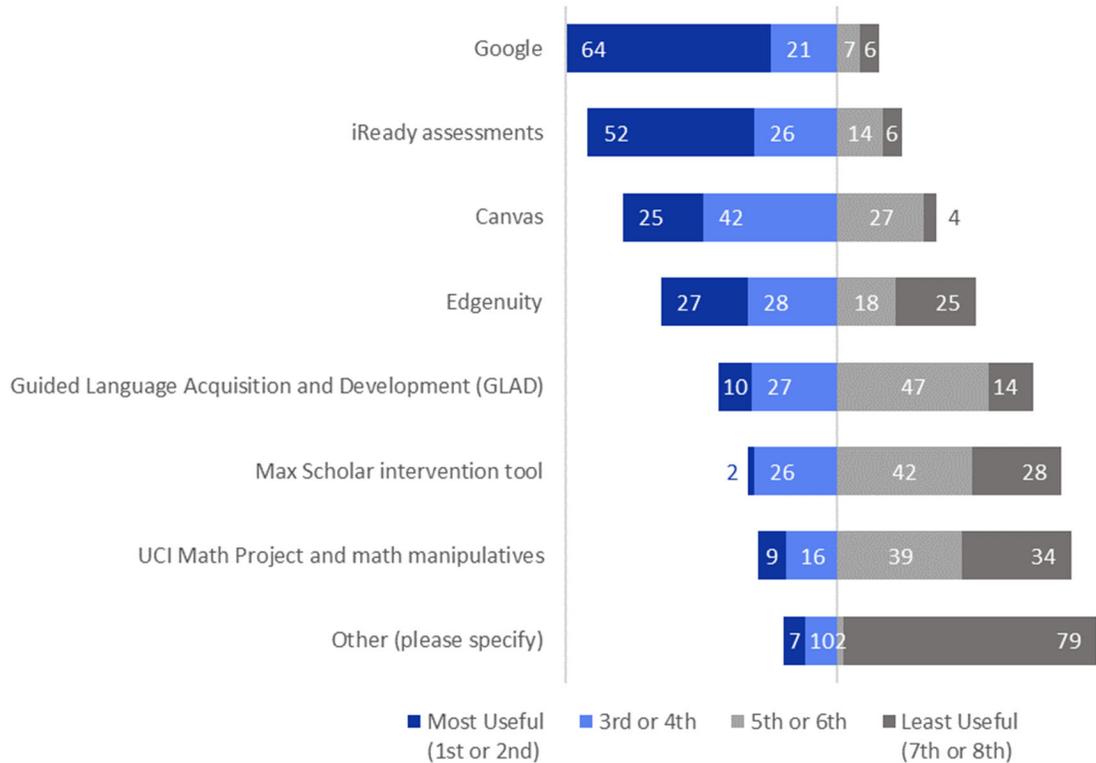
ACCESS 2023-2024 Instructional Staff Feedback

Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	<ul style="list-style-type: none"> • Edgenuity is good, but challenging for most of my kids. I-ready is a useful assessment. I am unaware of any new math curriculum, last i recall was "Agile Minds, which was awful and worthless. I find MTSS and Orange Frog to be beyond worthless. Whatever happened with a new Science curriculum? • iReady: I look for the data I need; I'm not sure if I'm missing something or not. Math: The UCI math meetings are helpful. Otherwise, I have my curriculum and don't need further training. • Orange Frog concept was awesome, rollout could have been more thoughtful, follow through is a disgrace • Orange Frog was OK, but there is noway -- in my humble opinion -- that it was worth an entire day of training. A half day or even just a couple of hours would have been sufficient.
Suggestions/ Needs	<ul style="list-style-type: none"> • Having security present for students to see is a good idea • I am not sure what some of the development opportunities are. • In my 20 years teaching, Orange Frog has to be the worse. • Let's get this together and join all forces so that we can move forward as a whole. We need to collect our curriculum, make sure all staff and teachers are following the same program, consistency. Then ensure all students get a valued education • N/A = I haven't received training in these areas. • Need a go to person available for Edgenuity so use is quick and easy. Not a group session. Helpful to have someone sit with a teacher that to help navigate and familiaize. Maybe 15 minute session to cover glitches teachers run into. MTSS too much extra request. Orange frog. Not a fan. • Our math curriculum is not appropriate for our students.
Neutral- sentiment Comments	<ul style="list-style-type: none"> • In my role as reading interventionist, I am not involved in these areas.

ACCESS 2023-2024 Instructional Staff Feedback

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

n=98



Write in responses for Other

- ACCESS TOSSA Sites
- ALEKS MATH
- All ACCESS Math
- Clever and Zoom
- Discovery Science
- Kahoot
- Learning Ally
- lexia
- Nearpod/Gizmo
- Newsela
- Paxton Pat CTE
- Power Writing and other curriculum (Pacemaker Algebra)
- Quizzes and Tpt
- Rosetta Stone
- textbooks
- Zoom

ACCESS 2023-2024 Instructional Staff Feedback

Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	<ul style="list-style-type: none"> • CTE has absolutely been a game changer to motivate students, we need to start working smarter, not harder however to collaborate our talents in new ways of engaging our students. We need to find a way to share the good, the energy etc. The us vs them culture that still exists in areas of our organi
Suggestions/ Needs	<ul style="list-style-type: none"> • I do not find any of the ones that we are actually taught about to be of any help at all. Many are weak attempts to move the students through fake learning experiences they get nothing out of (edgenuity in particular) in order to dole out credits quicker. • I really only know how to use iReady. • iready is of no use, students just click through it quickly, unfamiliar/unused at our site: Max Scholar, Canvas, GLAD, UCI Math • We just started using edgenuity. It is a babysitting program that gives free credits for ridiculously simple work. • More trauma informed training and strategies • Some of the items I have not been shown, and don't know how to use, have access to even if requested. This is the first time of me seeing some of the items on the list. • To be clear i think it is unrealistic to expect your DS teachers to be using all of these resources during the 4 hour day Not to mention there are often other programs that cut into instructional time I truly think most of the "Leadership" have no idea what its like to teach much less teach our pop
Neutral- sentiment Comments	<ul style="list-style-type: none"> • [Guided Language Acquisition and Development (GLAD), UCI Math Project and math manipulatives, Edgenuity] all are a zer0 • I don't teach math • Really I utilize the top 3 only [Google, iReady assessments, Max Scholar intervention tool]

ACCESS Non-Instructional Staff Feedback

2023-2024

Prepared by
Orange County Department of Education
Evaluation & Data Center

February 2024

ACCESS 2023-2024 Non-Instructional Staff Feedback

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:

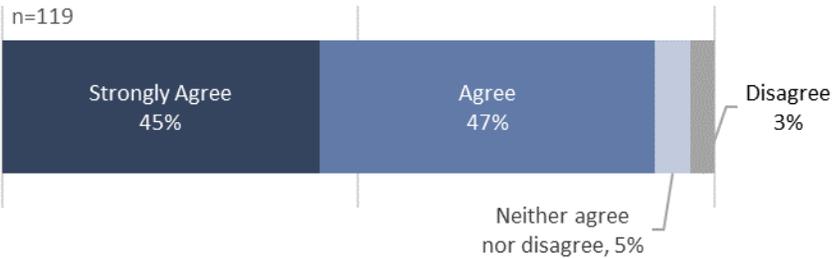
The survey was administered online with an approximate 4-week administration window: January 22, 2024, to February 16, 2024. Following the standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 137 survey responses were received (N=137 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.

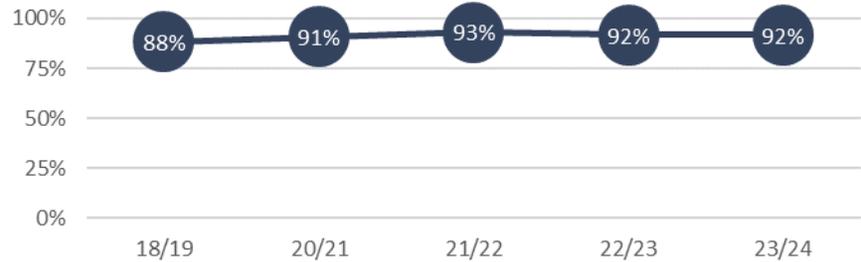
ACCESS 2023-2024 Non-Instructional Staff Feedback

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



Comparison to Prior Years

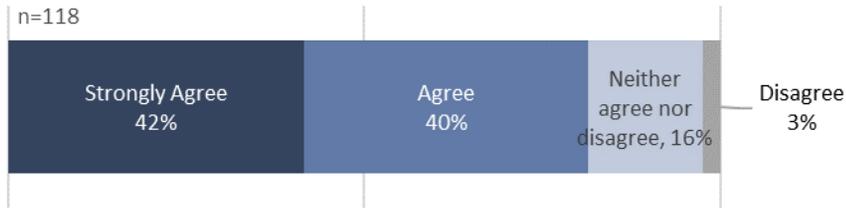
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> The ACCESS goals, mission, and vision guide my work on a daily basis.
Mixed- sentiment Comments	<ul style="list-style-type: none"> I am aware of them but does OCDE actually believe in them, DO THEM, and follow up on those who don't follow the goals and vision. Who cares if we see the vision on a board or wall, it's more important to DO the mission, FOLLOW the vision. I AM STRONGLY AWARE OF BOTHE THE STATED POLITICALLY CORRECT STATED GOALS AS WELL AS THE ACTUAL SELF INTEREST ADMIN GOALS THAT OVERRIDE EVERYTHING AT OCDE. I know, but I am not sure if the reality on the school grounds and the reality our administration portrays are the same. We are given a document with the mission, goals, and priorities and we typically review them 1-2 times a year. Are they truthful goals and missions, that is a different question AND major concern.
Suggestions/ Needs	<ul style="list-style-type: none"> I have seen many changes through the years I have been employed. I personally feel that they can do more for the students. Bring out their talents and teach the them not pretend to be teaching them. Many of the students have never been given the opportunity learn their culture and history. It would be nice to have a message every quarter to remind us of the goals that we are working and the priorities so everyone is on the same page. Since I am new, I have briefly read about ACCESS goals, however I do not feel confident with the definition. I will have to review.
Neutral- sentiment Comments	None received

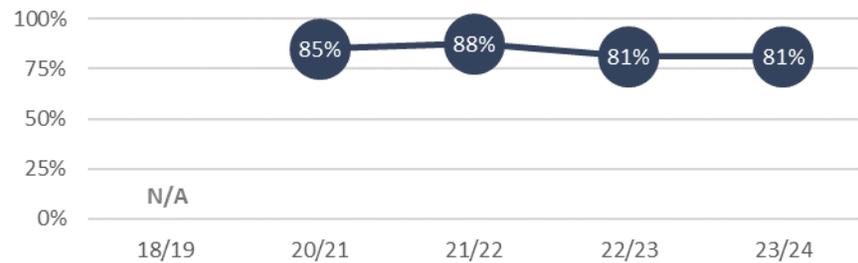
ACCESS 2023-2024 Non-Instructional Staff Feedback

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



Comparison to Prior Years

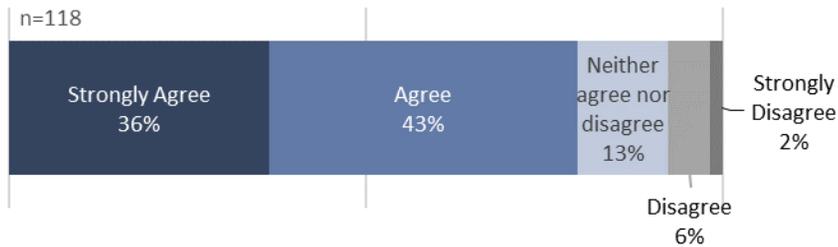
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	<ul style="list-style-type: none"> I appreciate that ACCESS has made strides in this area, but there is still room to grow in our diversity and inclusion practices. I think my site supports it for the most part, but it's not visible around campus. Sometimes I see incongruency. What I hear differs from what is being done.
Suggestions/ Needs	<ul style="list-style-type: none"> Admin and above refuse to address any issue when a teacher or staff are rude or disrespectful. Too many staff members can be offensive without any repercussions and most importantly, NO ONE telling them or helping them to stop. I believe we can improve in the way we connect and support staff. Having more school site meetings with everyone who is part of the center. I feel like the ratio of teachers of is not representation of our students population. There needs to be more a diverse representation of teachers, administration, and director/manager positions so we can have systems in place that support and value cultural diversity and inclusion from the top down I would like to see a stronger commitment to diversity, equity, and inclusion, and more professional development offered in this area. My experience with public education including OCDE has proven to me that actual education of so called students is of little importance. They need to be teaching the Culture Diversity to the students. If they were given the chance to bring out their Talents and listen to what they have to say. Introducing them to the different Diversity of Life of different walks of life. There is so much to learn about Ethnic Studies.
Neutral- sentiment Comments	None received

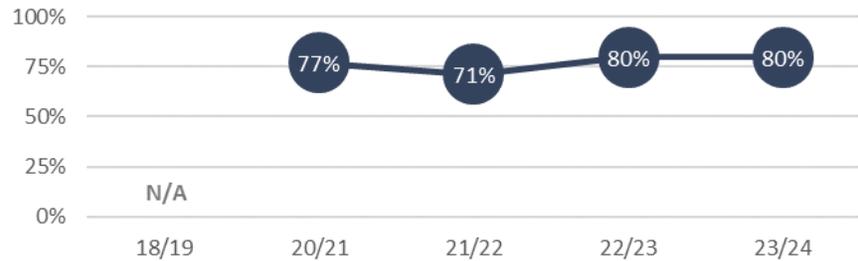
ACCESS 2023-2024 Non-Instructional Staff Feedback

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	<ul style="list-style-type: none"> I greatly appreciate the resources that HR provides to staff and have recommended them to my team. The Wellness space at my work site demonstrates the organization’s commitment to mental health and wellness; however, my understanding is that this wonderful resource is being downsized and relocated.
Mixed- sentiment Comments	<ul style="list-style-type: none"> I appreciate having the trainings and professional learning for mental health. I believe we need more resources with our insurance to access mental health more easily.
Suggestions/ Needs	<ul style="list-style-type: none"> Although we are quick to offer employee assistance out of Kalmus/OCDE, the site level work environment is not always conducive for a positive and kind work environment and therefor a productive work environment. Staff should be polled on a more regular basis like this allow for them to truly express I believe as a school we can always reconsider what is important when it relates to our students. Mental health can sometimes be dismissed and attribute our student's behaviors to "laziness" or "teenage angst" when in reality, they are in need of support. I feel a school site/area/region conference week is needed to really focus on how to work together as a team to break down barriers with staff, students and families. How we communicate is a huge component in mental health. I think we can improve in this area If I could provide any feedback for our district, it is that having the opportunity to work from home when under the weather or even something that was one day bi-weekly would really help with the work-life balance, help concentration, and help balance the mental busyness that is felt in a school. Resources for mental health are necessary for all of our students and their families. We do not have enough resources for them. Support staff is completely aware that we have many among us including admin who have serious mental and emotional issues. Can we vote to have required mental/emotional intervention for the whacks among us? There are great mental health rooms but it is not supported to incorporate into the week or month. Too many staff members negatively effect other staff members and no one cares about that aspect of the job.

ACCESS 2023-2024 Non-Instructional Staff Feedback

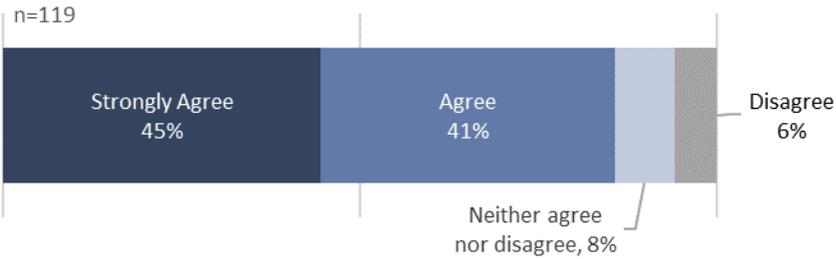
- We receive resources from HR, but I've never received resources to staff at my school site. Presentations in the classroom on MH for staff/students to listen to would be helpful.

Neutral-
sentiment
Comments

None received

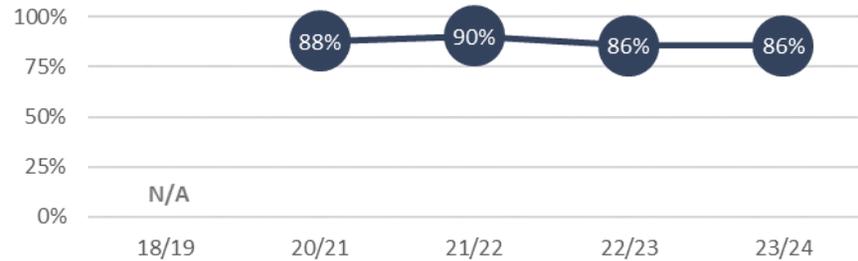
ACCESS 2023-2024 Non-Instructional Staff Feedback

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



Comparison to Prior Years

Note. % Strongly Agree + % Agree

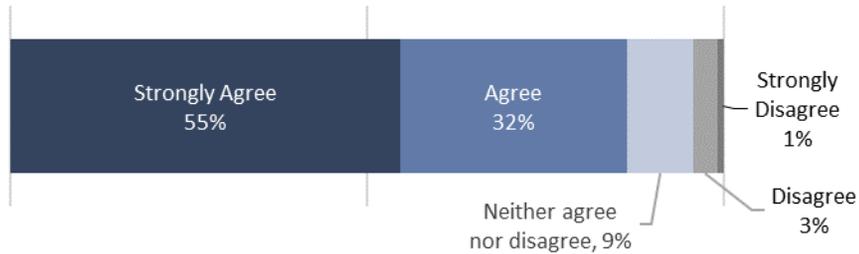


Appreciation/ Positive Comments	<ul style="list-style-type: none"> I feel like I am helping to make a difference in the lives of ACCESS students and their families. My supervisor is phenomenal. She provides me with clear expectations, space to be creative in my role and the support that I need to do my job well. This has allowed me to contribute more of my talent to the organization and feel fulfilled as a successful employee.
Mixed- sentiment Comments	<ul style="list-style-type: none"> I feel like I can contribute a lot more to my organization but there are times where the collaboration part gets lost and it is discouraging to hear colleagues to say "stay in your lane." I personally feel that I am, but do not always feel that my skills are valued
Suggestions/ Needs	<ul style="list-style-type: none"> I feel like people with higher positions do not value my job. I also dislike that unlike other districts there is very little encouragement for advancement. We are not allowed to cross train and they don't try to hire within. I wish I could do more. I wish I could be allowed to do more. I wish others could do less (and less damage on kids). I wish I could lead students, participate in planning and implementation. The recent changes leave me & many others feeling disrespected. From relocating managers to cubicles to withholding information from supervisors. It feels like an "us vs. them" scenario. Our focus should be on helping students succeed. I feel many have lost site of that. Yes, but in the last 6-8 months it feels like decisions are just made from the top down & we don't have much of a say. "Tellings" vs. "Meetings" where we can be open contributors to what the fiscal year looks like. Feels more toxic & less open for feedback in ACCESS.
Neutral- sentiment Comments	<ul style="list-style-type: none"> "Feelings" are inconsequential. Measuring levels of support has nothing to do with "feeling" especially when I mentioned above the whacks we are forced to work with. Only because I don't stand there and allow bad things to happen. I don't hesitate to go directly to managers and directors about what I see.

ACCESS 2023-2024 Non-Instructional Staff Feedback

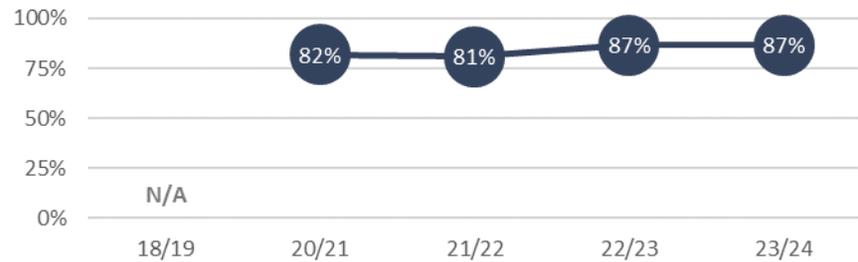
5. I am comfortable speaking to my supervisor if I have questions or concerns at work.

n=119



Comparison to Prior Years

Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> I have received tremendous support already only on day 2 with training. [My supervisor] is on top of it to make sure I have all the information and materials that I need to be successful. I think things have improved a bit. I used to have an admin at site who seldom treated staff with a smile and happy face! [My supervisor] is AMAZING. She is always willing to listen and counsel. She is ALWAYS available via email, phone, or in person. My supervisor is open to having honest conversations with me and others. My Supervisor is approachable, fair and solutions orientated. Her leadership is phenomenal and each time I have a conversation with her I learn valuable tools from observing her leadership and communication style. My supervisor is very supportive.
Mixed- sentiment Comments	<ul style="list-style-type: none"> I am comfortable but I don't because my experience at OCDE proves that nothing will change. I am comfortable having the conversation, but do not feel that appropriate follow through or next steps are established when it is in their role to do so. I do at the site level. I do not at the organizational or management level. That would depend on what the question or concern is.
Suggestions/ Needs	<ul style="list-style-type: none"> I wish more did so I did not have to so much. I wish some of what I say actually made some change. my supervisor appears stressed out and not very approachable with new areas of concern
Neutral- sentiment Comments	None received

ACCESS 2023-2024 Non-Instructional Staff Feedback

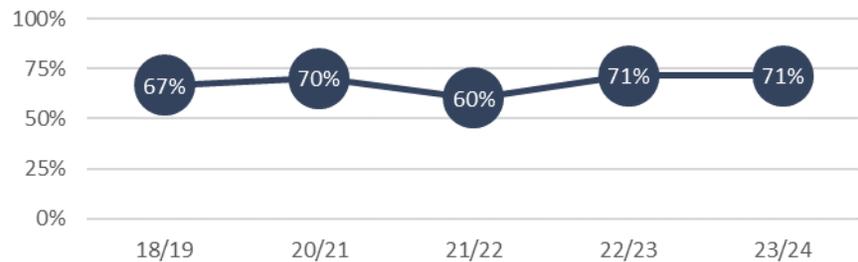
6. I am receiving support in my professional development.

n=119



Comparison to Prior Years

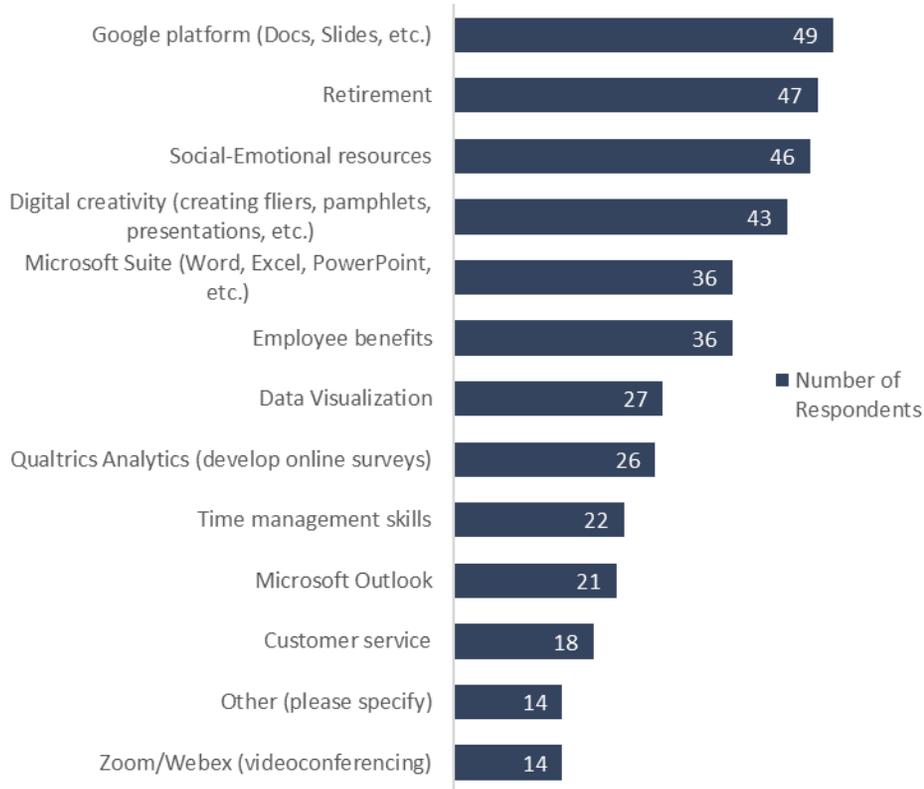
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> I appreciate all the opportunities for professional development. Please keep them coming. Principal does an amazing job building up and supporting her staff. Ever since I've become a member of the team, she has worked diligently to ensure that I continue pursuing my education to become a full fledged educator. [Administration] encourages and supports us in our professional development journey.
Mixed-sentiment Comments	<ul style="list-style-type: none"> My Principal is very supportive and balanced in her approach to PD. I have noticed that our district was not responsive on my application for a stipend to support me in taking a Social Emotional Learning Certification program for educators. That was a bit discouraging but I will follow up.
Suggestions/ Needs	<ul style="list-style-type: none"> conference attendance has decreased over the past 10 years, directly effecting the current body of knowledge in the specialty fields. Few Admin really care if we are better or worse. Few admin know how to send a staff to a PD and then have that staff member teach the good things they learned back into the site. Hell NO! I have been deceived twice in major career path decisions directly by upper administrators. I no long trust or respect them. I know from experience that what ever is said by upper management can not be trusted to truthful. I sent in my working out of class form and never heard one word.
Neutral-sentiment Comments	None received

ACCESS 2023-2024 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

- ADOBE APPLICATIONS
- aeries training
- conflict resolution
- Diversity, Equity, and Inclusion
- Ed Code
- Educational Leadership/Admin Credentials
- How Admin can tell their staff what to do. Admin follow up with making the workers be better workers.
- Human Resources Processes
- Investments/information on how to maximize benefits
- SharePoint
- Would like to see more professional development opportunities on A.I.

ACCESS 2023-2024 Non-Instructional Staff Feedback

Appreciation/ Positive Comments	<ul style="list-style-type: none"> I am excited to be here and eager to learn and grow in my professional development.
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> I have experienced difficulty with some staff when it comes to changes, new ideas, and working in collaboration. I understand some staff have been here for some time however, it is essential that we are opened and welcome new ideas as this will help us grow as a team. Mental Health Special Education Department was informed that Google can no longer be used if a students name is included - we have been told it is NOT a secure network for school business involving student information. Please clarify in that we spent a lot of time training all staff to be proficient in Google. We should make ALL staff who are going to retire in 7 yrs or less attend retirement training. How come this list does not have anything about becoming a better teacher in the classroom, or how to be a better colleague, or behavior management. All things listed above on things anyone can take in a 2-3 week class. Come on, there is nothing listed on how to be better teacher or colleague. How to respect your manager or principal. Why respond? Nothing is going to change. I no longer care. I just show up for the money until I find something in the private sector that is no controlled by incompetent garbage humans.
Neutral- sentiment Comments	None received

CONNECTIONS Family Feedback

2023-2024

Prepared by
Orange County Department of Education
Evaluation & Data Center

April 2024

CONNECTIONS 2023-2024 Family Feedback

The following is a summary of the data collected from a survey of OCDE CONNECTIONS 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:

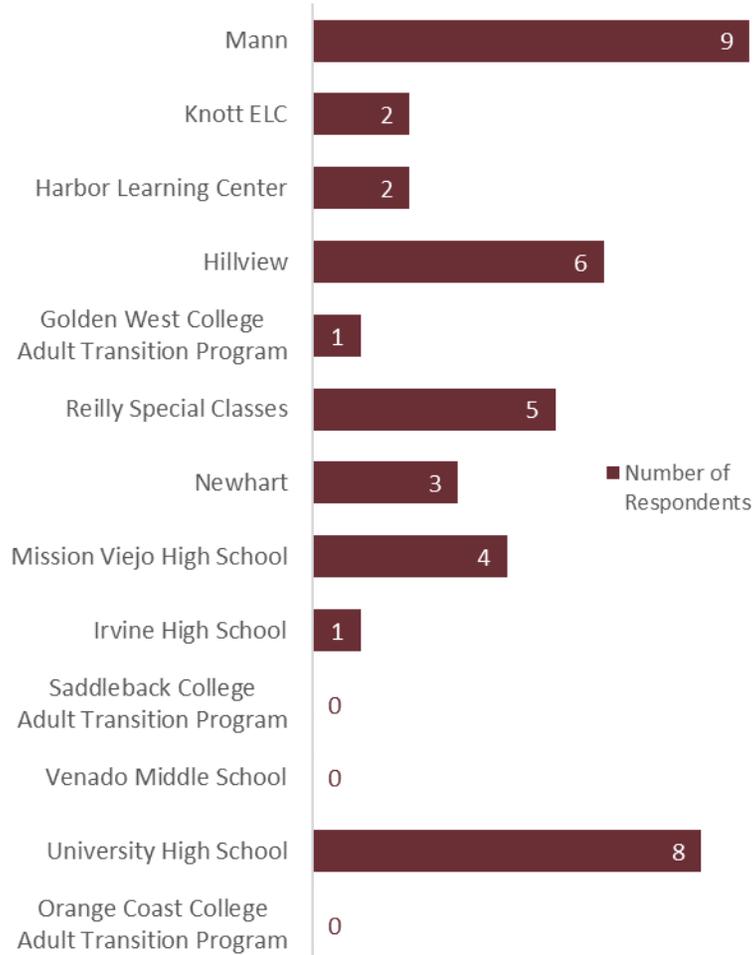
The survey was administered as an online survey with an approximate 6-week administration window: February 26, 2024, to April 7, 2024. Following standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 41 survey responses were received (N=41 parents).

Analysis:

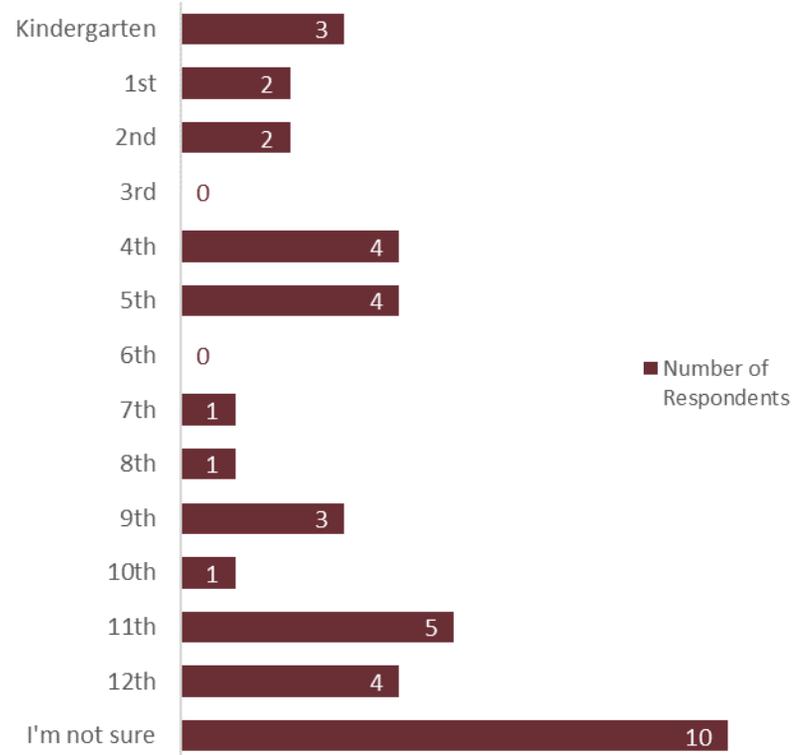
The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received.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

CONNECTIONS 2023-2024 Family Feedback

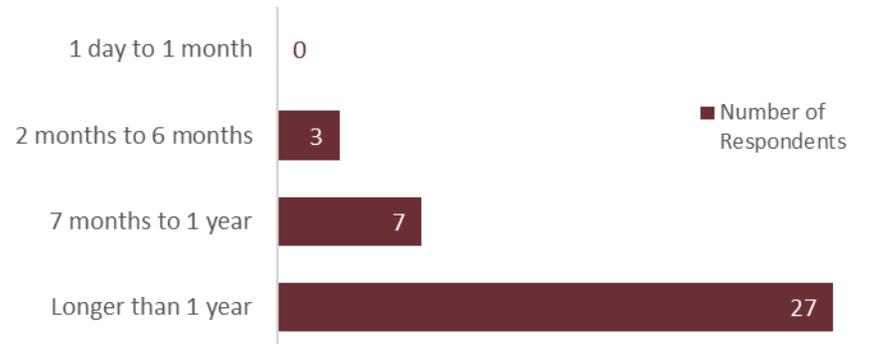
What school site does your student attend?



My student's grade level:

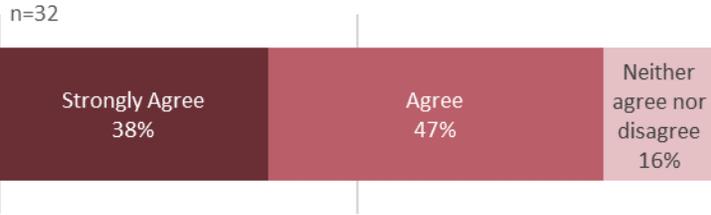


How long has your student been enrolled in our program?



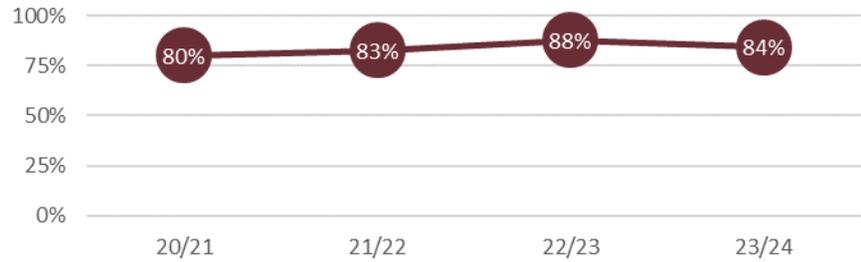
CONNECTIONS 2023-2024 Family Feedback

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



Comparison to Prior Years

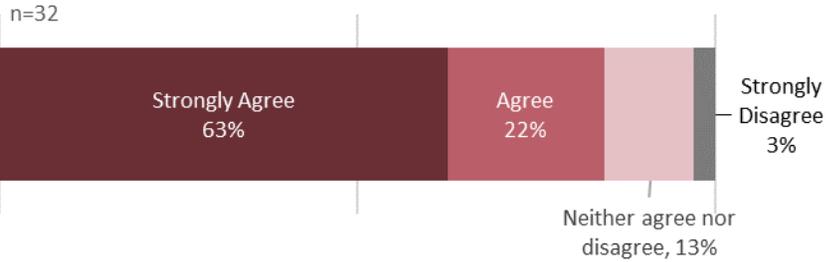
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> I am so grateful for the staff because my daughter has made amazing progress. She loves her class and is thriving at this site. [My student's] new at the New Hart School! I can see that he is making progress with this new program! We're so happy for this new team that's working hard for him. The whole team is been very proactive! Thank you!
Mixed-sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> La escuela Mann debería tener un BCBA. [The Mann school should have a BCBA.]
Neutral-sentiment Comments	<ul style="list-style-type: none"> The review cycle for IEP goals & objectives for 2023-2024 is not due yet until May 2024.

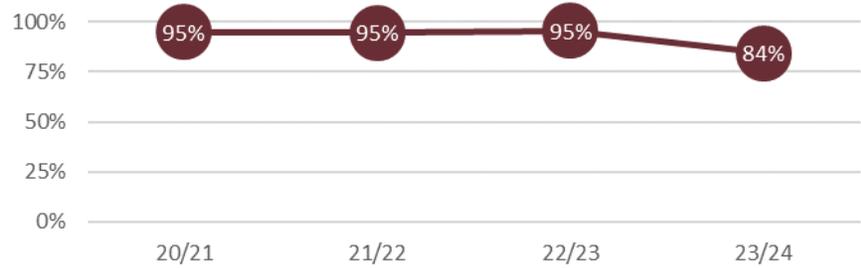
CONNECTIONS 2023-2024 Family Feedback

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

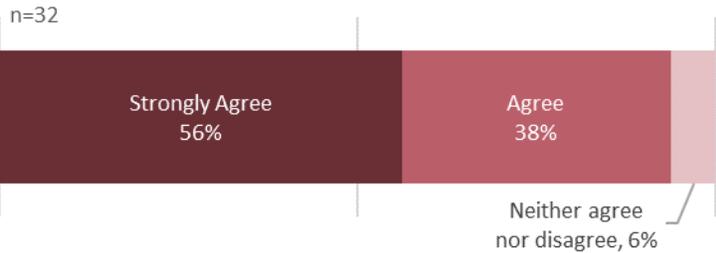


Comparison to Prior Years

Note. % Strongly Agree + % Agree

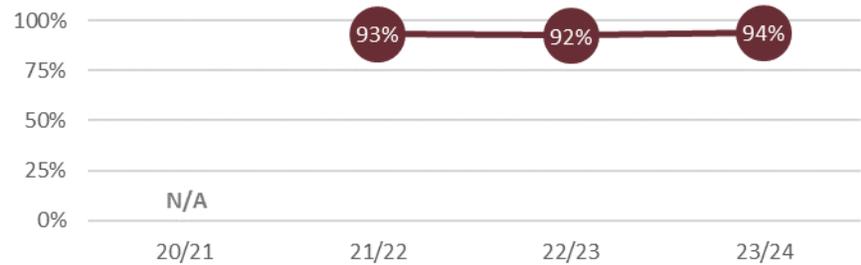


2. a) I feel comfortable reaching out to my student's school.



Comparison to Prior Years

Note. % Strongly Agree + % Agree



Appreciation/
Positive
Comments

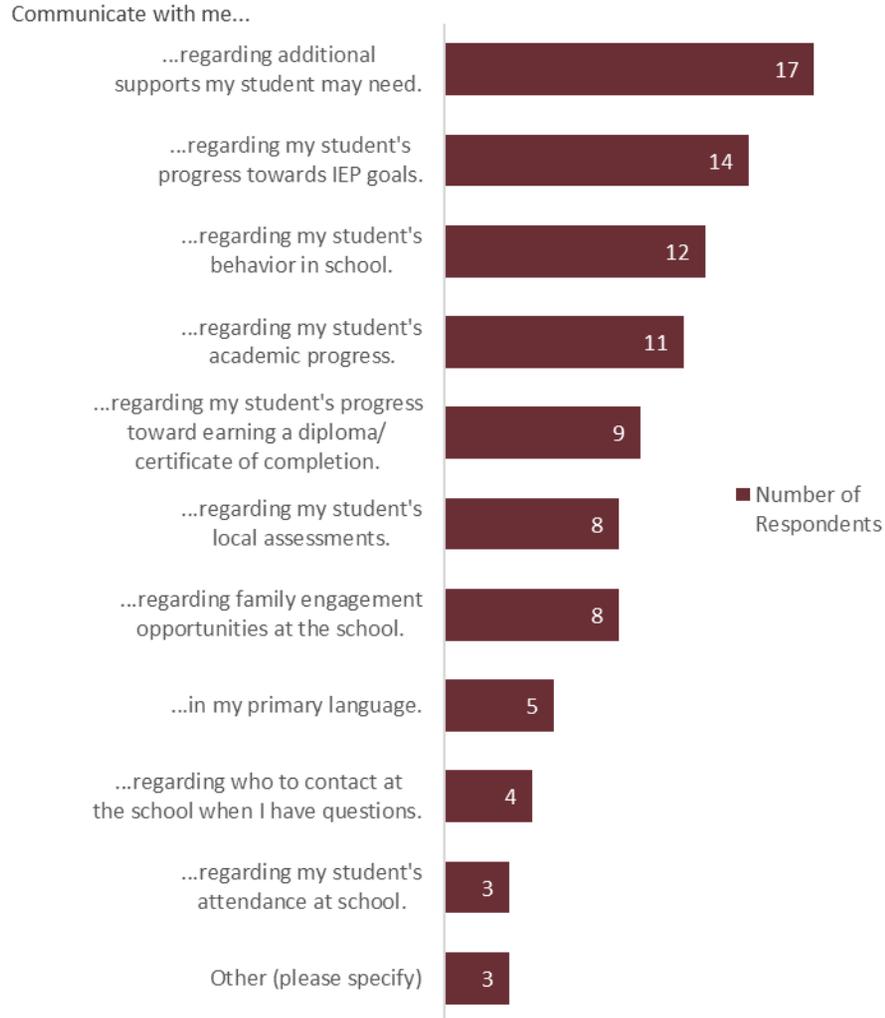
- Entire staff is very supportive and approachable. I believe they have our daughters best interest at heart. Very thankful!
- Everyone is very professional and kind! They always have the great attitude to help me to get transfer with my sons teacher or the staff.
- I feel like an active team member with the educators that work with my child. They are very supportive and committed.
- Los maestros bien amables y educados [The teachers are very kind and polite]
- There's always some[one] ready to help.
- They are very eager to help and answer any questions or concerns. They also provide information about the weeks ahead so we know what our children are learning. I love the thought that goes into my child's learning experience.

CONNECTIONS 2023-2024 Family Feedback

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

CONNECTIONS 2023-2024 Family Feedback

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



Write in responses for Other:

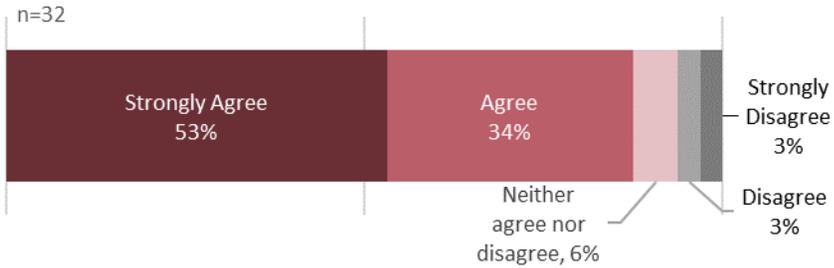
- Communicate health concerns or exposures in the school or classroom. Offer options for speech devices besides a tablet - having access to more equipment for growth and development of speech/communication skills.
- Facilitar un BCBA [Facilitate a BCBA]

CONNECTIONS 2023-2024 Family Feedback

<p>Appreciation/ Positive Comments</p>	<ul style="list-style-type: none"> • Always received notes from school letting me know the status on the daily basis of [my student] • I feel that communication is just right • I have very good communication with everybody. Teachers are very good in communication with me. • I'm so happy with every single day communication between me and the teacher and staff I can only say thank you so much for all everyone do. Amazing job • None. The school is excellent at everything. • They are doing all of the above currently.
<p>Mixed- sentiment Comments</p>	<ul style="list-style-type: none"> • The staff is wonderful but lacks substitutes that are necessary when a staff member is out which impacts my child. The substitute issue needs to be addressed and the county should be partnering with private agencies when subs can't be found so students' services are not impacted. • We like the Mann school. Just the teacher seems is too busy all the time. It's hard she can let me know how my son was doing at school. She sends sometimes a home note because I asked her to do it but some days she doesn't send it :(I feel she needs more help in the classroom.
<p>Suggestions/ Needs</p>	<ul style="list-style-type: none"> • I would love to be more involved and if possible help whenever needed. I love being of service and I would most definitely love to help educators that are helping my daughter succeed.
<p>Neutral- sentiment Comments</p>	<p>None received</p>

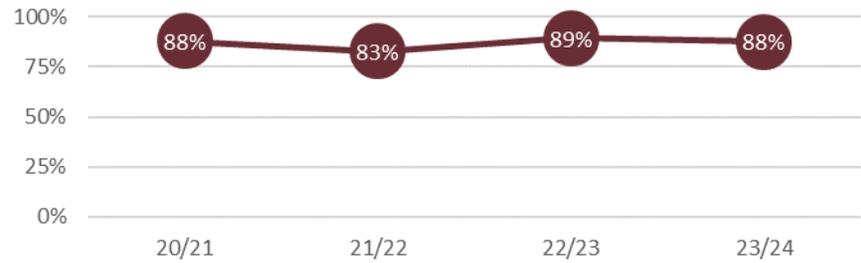
CONNECTIONS 2023-2024 Family Feedback

4. Communication from the school is timely and consistent.



Comparison to Prior Years

Note. % Strongly Agree + % Agree

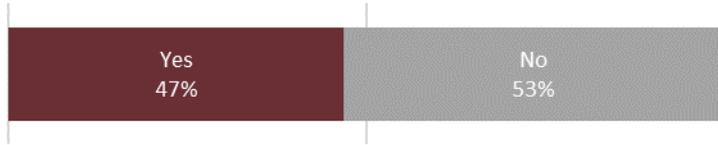


Appreciation/ Positive Comments	<ul style="list-style-type: none"> • Always great communication. That's all I can say! • Always great! • I speak to her teachers daily and I appreciate that they hear my concerns and answer my questions.
Mixed-sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> • It will be good to have updates of the school through an app. Like parents square. • Parents NOT notified when someone is sick in the classroom or children are exposed/have the potential of being exposed to sickness, viruses, infectious diseases.
Neutral-sentiment Comments	None received

CONNECTIONS 2023-2024 Family Feedback

5. Have you attended a school meeting, event, or workshop, either in person or virtually, during the past six months?

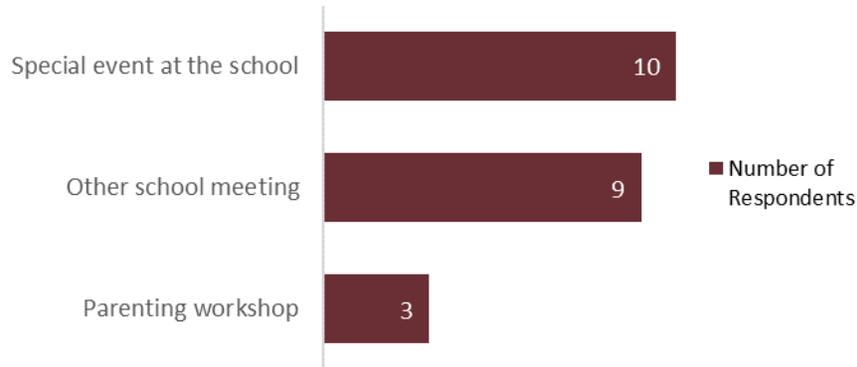
n=32



Write in responses for Other:

- DHH meeting for parents
- IEP
- IEP and Behavior plan reviews
- IEP meeting
- IEP Meeting
- IEP Meeting
- IEP meeting.
- IEP, teacher conference

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



Appreciation/
Positive
Comments

- I love that they appreciate parents too and they invite families to come enjoy the festivities.
- [My student] just moved to connections not to long ago! But we loved the programs he is in.

Mixed-
sentiment
Comments

None received

Suggestions/
Needs

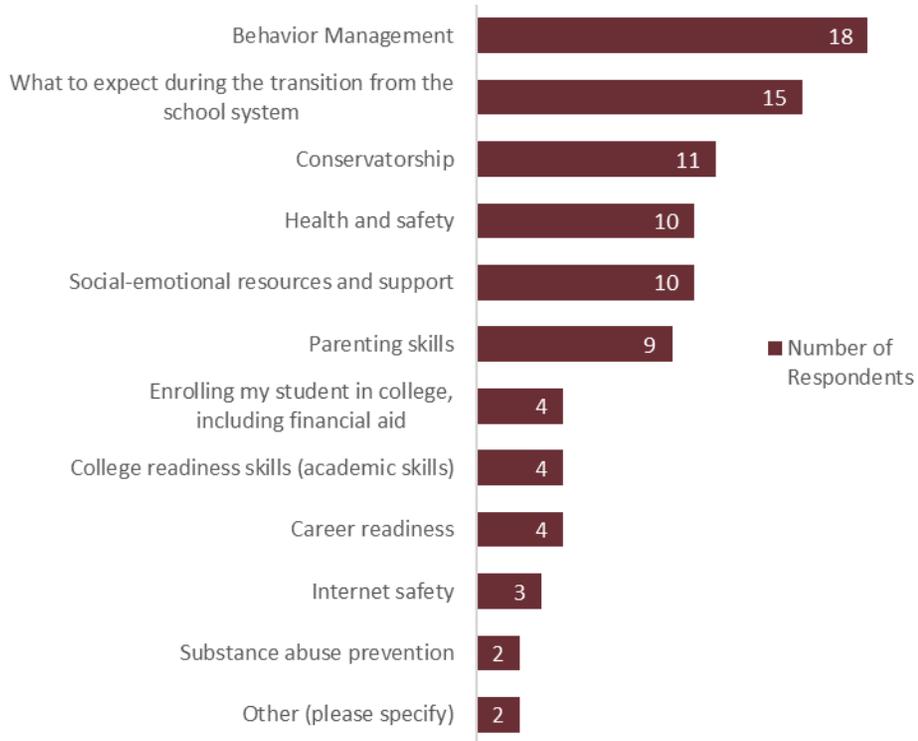
- I don't think the school has that. Because I haven't hear from it.
- There have been no special events or workshops for our students/ classroom.

Neutral-
sentiment
Comments

None received

CONNECTIONS 2023-2024 Family Feedback

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

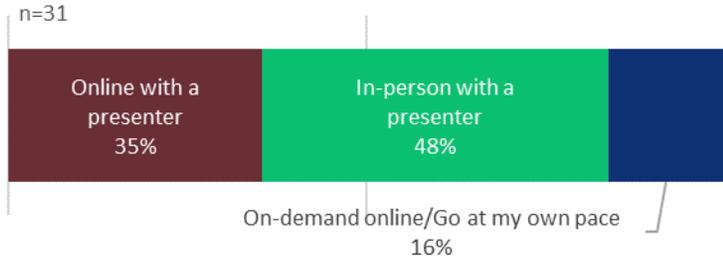


Write in responses for Other

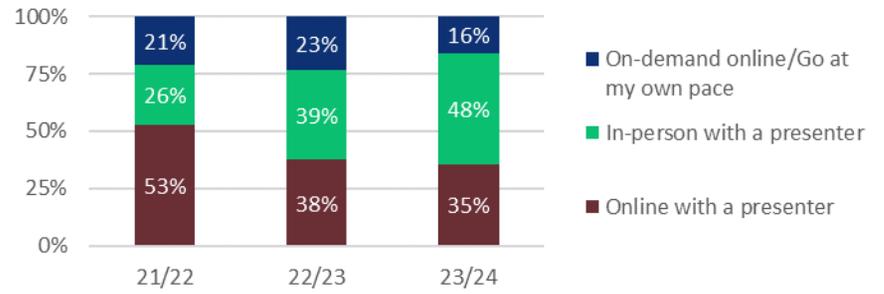
- Equipment/ devices offered/available to students with special needs.
- Options for day programs that are suitable for my child.

CONNECTIONS 2023-2024 Family Feedback

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



Comparison to Prior Years



Appreciation/
Positive
Comments

- We have it all at the moment at New Hart for our son a lots of support and most ways

Mixed-
sentiment
Comments

- If I get a good enough notice I can attend in person or virtually.

Suggestions/
Needs

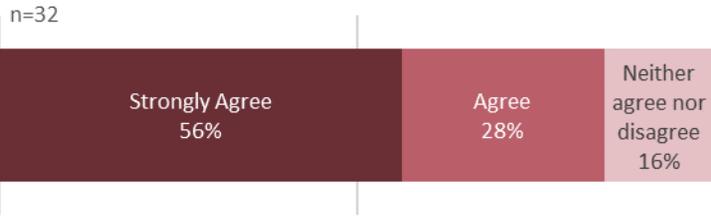
None received

Neutral-
sentiment
Comments

None received

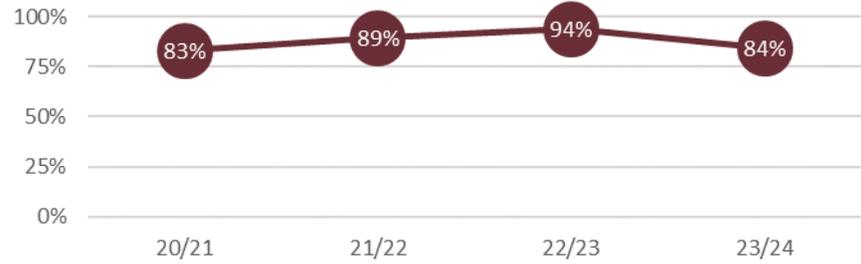
CONNECTIONS 2023-2024 Family Feedback

7. My student's 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"> They are wonderful at Knott. They did a cultural day and my daughter got to see the attire from the cultures of her classmates.
Mixed- sentiment Comments	None received
Suggestions/ Needs	None received
Neutral- sentiment Comments	None received

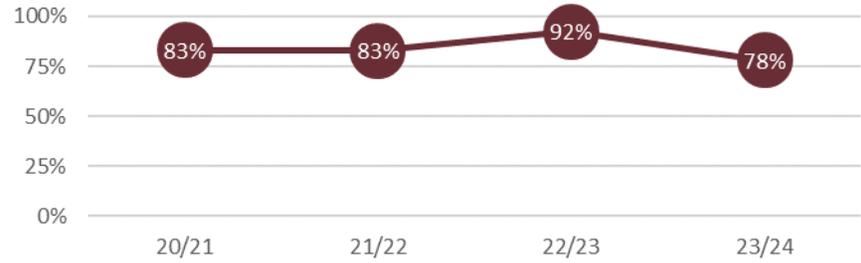
CONNECTIONS 2023-2024 Family Feedback

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



Comparison to Prior Years

Note. % Strongly Agree + % Agree

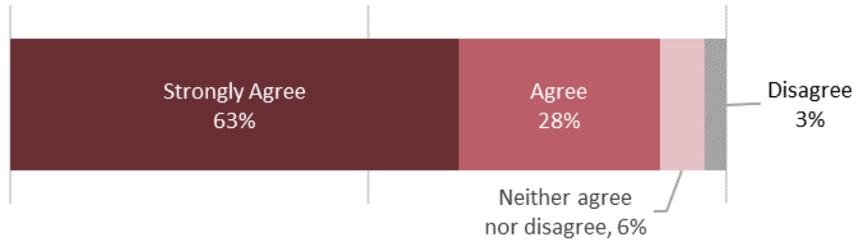


Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> Se necesita un BCBA, ya que la mayoría de los estudiantes tienen comportamientos, y lo apropiado para eso es tener un BCBA [A BCBA is needed, since most students have behaviors, and it is appropriate for that to have a BCBA]
Neutral- sentiment Comments	None received

CONNECTIONS 2023-2024 Family Feedback

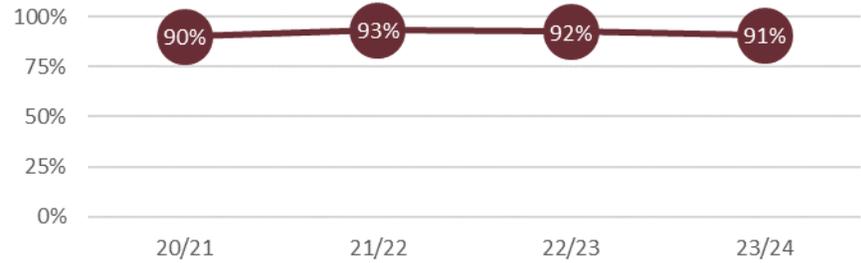
9. The school is a safe place for my student.

n=32



Comparison to Prior Years

Note. % Strongly Agree + % Agree



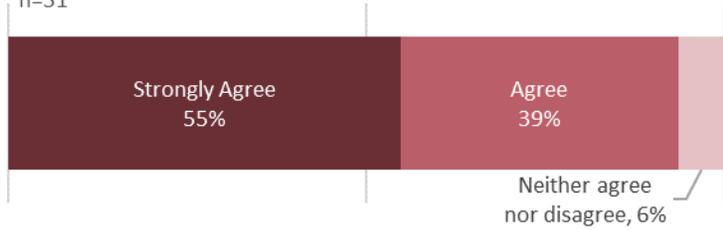
Appreciation/ Positive Comments	<ul style="list-style-type: none"> My daughter loves her school and loves all her educators. Knott has really left a positive impression in preparing her for school environments.
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> It would be great if there was a safe room with padded floors and walls where my kid can get his energy out in a safe environment since his vision and awareness are compromised
Neutral- sentiment Comments	None received

CONNECTIONS 2023-2024 Family Feedback

10. I agree with the priorities of the OCDE

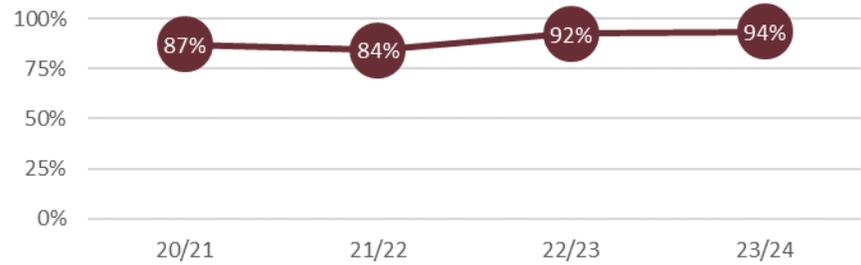
CONNECTIONS program: (Student/Parent/School Engagement, Student Outcomes, Conditions of Learning)

n=31



Comparison to Prior Years

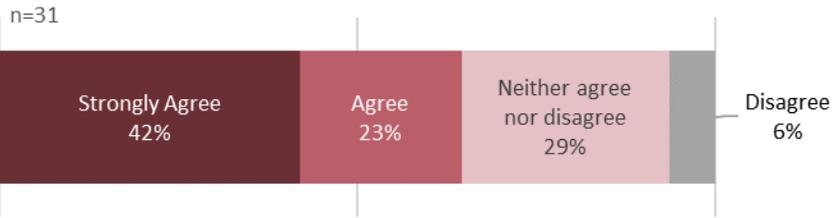
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> This program's amazing!
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> Academicamente no hay mucho progreso, mi hijo podría aprender un poco mas, no socializing o juegan con niños neurotipicos. [Academically there is not much progress, my son could learn a little more, not socializing or playing with neurotypical children.]
Neutral- sentiment Comments	None received

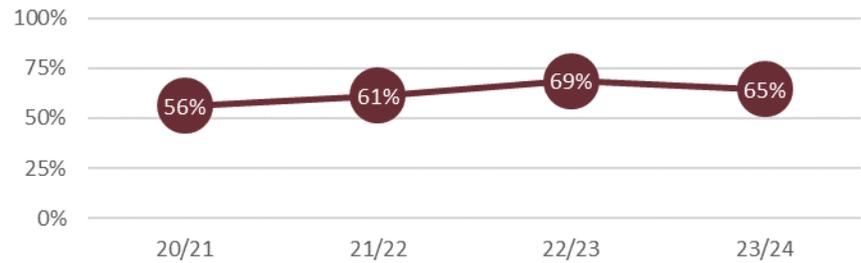
CONNECTIONS 2023-2024 Family Feedback

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



Comparison to Prior Years

Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> • I'm so happy my daughter have the opportunity to attend college. Thank you • I'll do agree because this programs talk with parses to prepare with our kids in the shortly time to what process is coming and gives us a picture for the near or farther future • My son has severe autism and his disabilities affect every part of his life. The team at Connections is supportive in creating an enriching, purposeful program for my child. • [Staff member] and his team have been very accommodating and informative. They have given us reassurance that our son is in good hands. Thank you
Mixed-sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> • Siento que no hacen mucho academicamente, cuando algunas de las areas que mi hijo podría ser mejor no son desarrolladas. [I feel like they don't do much academically, in some of the areas that my child could be doing better, they are not developed.]
Neutral-sentiment Comments	None received

CONNECTIONS Student Feedback

2023-2024

Prepared by
Orange County Department of Education
Evaluation & Data Center

April 2024

CONNECTIONS 2023-2024 Student Feedback

The following is a summary of the data collected from a survey of OCDE CONNECTIONS 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:

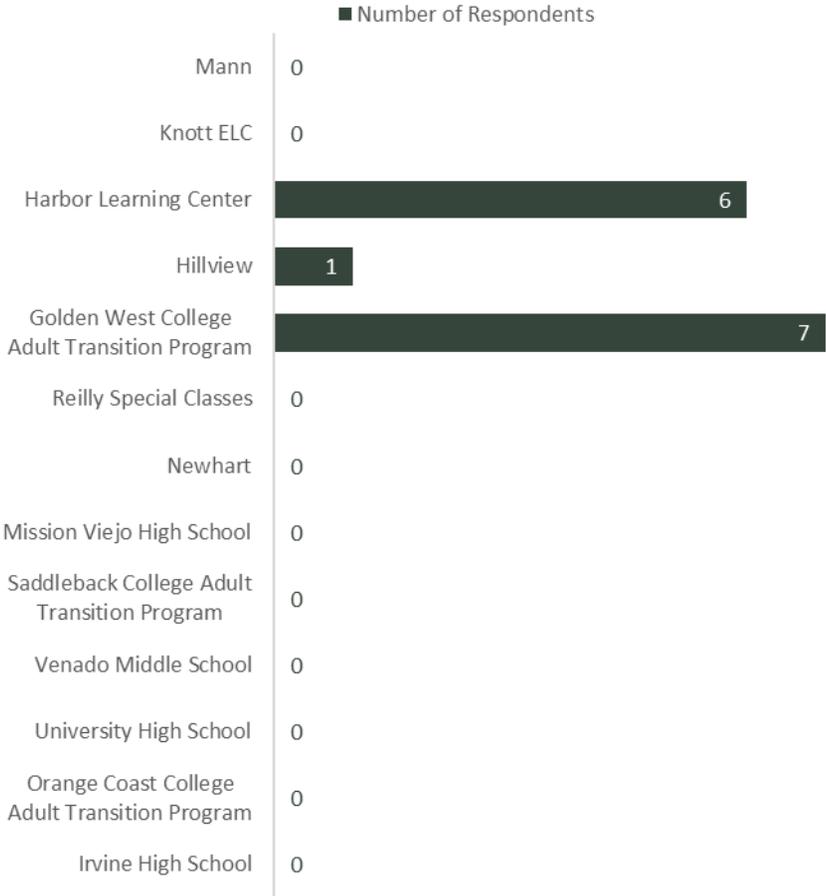
The survey was administered as an online survey with an approximate 6-week administration window: February 26, 2024, to April 7, 2024. Following standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 14 survey responses were received (N=14 students).

Analysis:

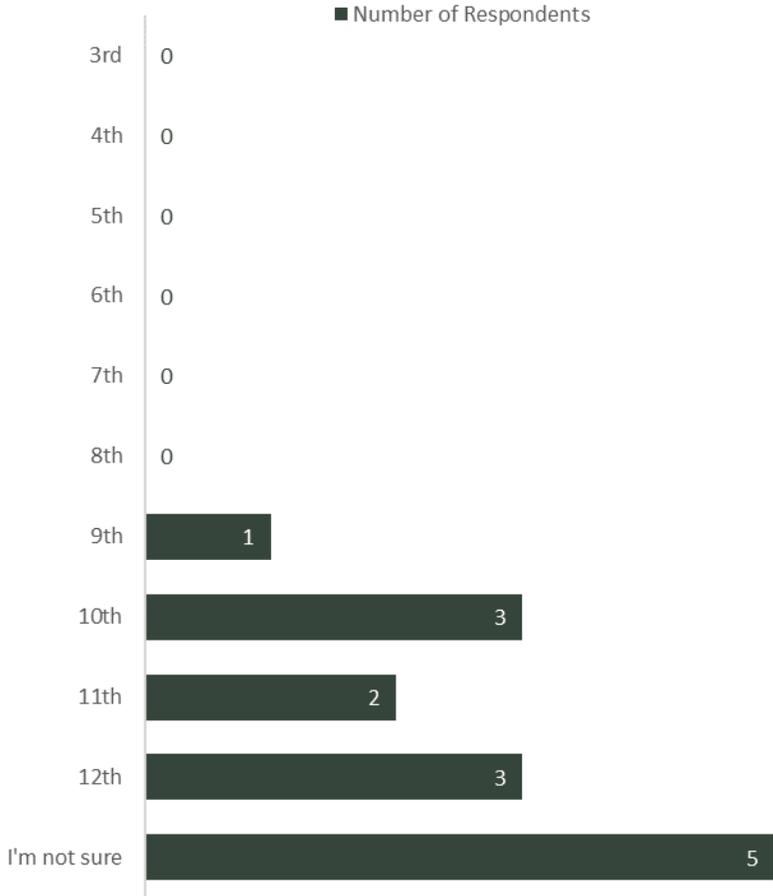
The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received.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

CONNECTIONS 2023-2024 Student Feedback

What school site do you attend?

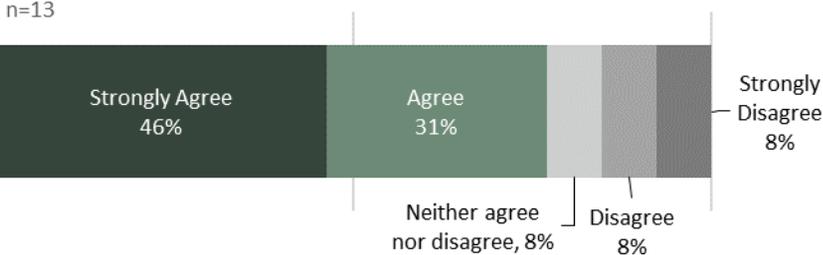


Your grade level:



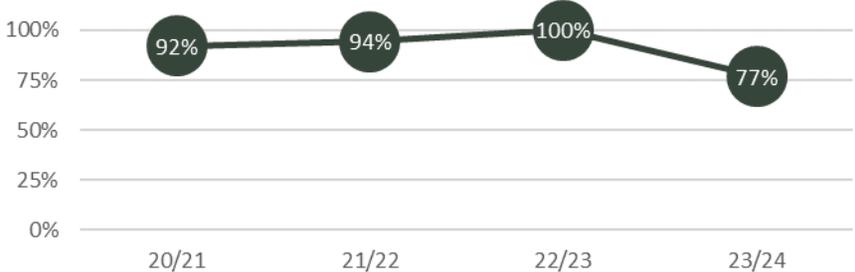
CONNECTIONS 2023-2024 Student Feedback

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



Comparison to Prior Years

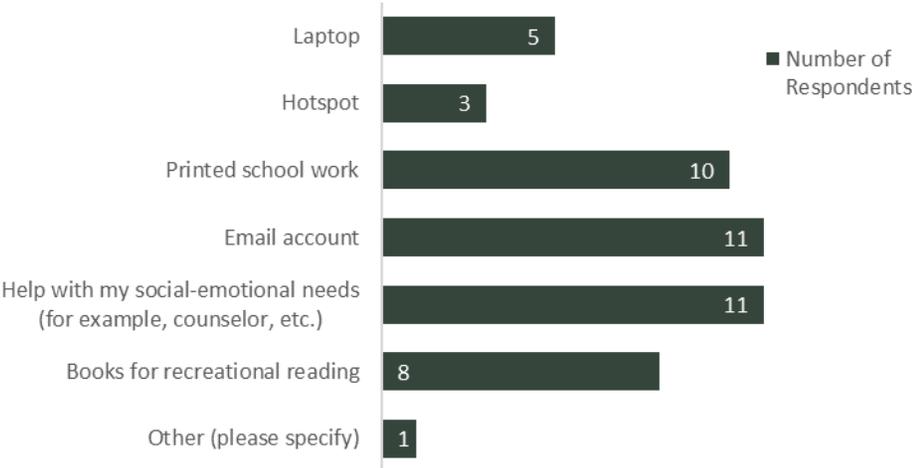
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> I like this program even more than HLC because It has a bigger gym the over there.
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> This program is racist, abusive, dumb and I don't like it at all.
Neutral- sentiment Comments	None received

CONNECTIONS 2023-2024 Student Feedback

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



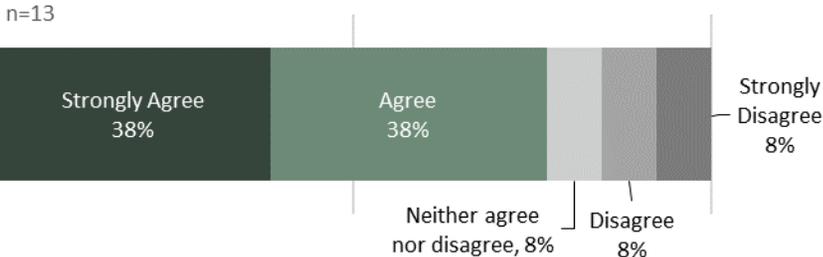
Write in responses for Other:

- exercise things

Appreciation/ Positive Comments	<ul style="list-style-type: none"> • I like coming to college in person. • Well at least I get to use my Gmail and everything.
Mixed-sentiment Comments	None received
Suggestions/ Needs	None received
Neutral-sentiment Comments	None received

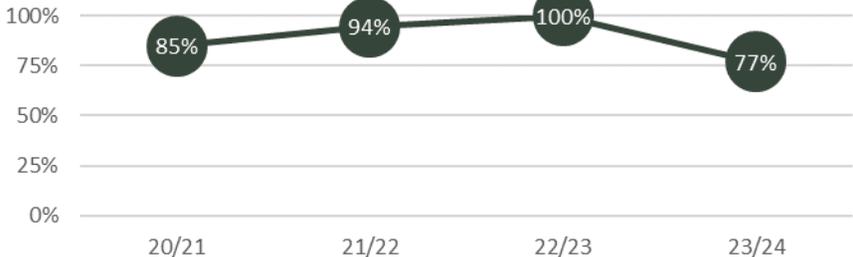
CONNECTIONS 2023-2024 Student Feedback

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



Comparison to Prior Years

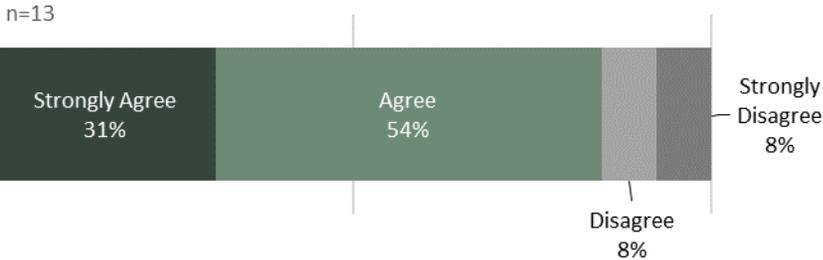
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> Well my dad believes that the teacher and staff are racist.
Neutral- sentiment Comments	None received

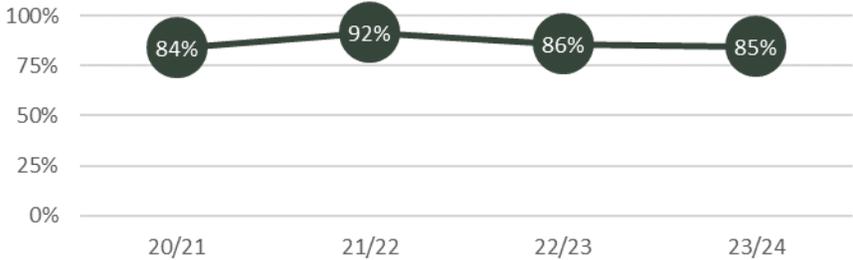
CONNECTIONS 2023-2024 Student Feedback

4. My input has been included in my Individualized Education Plan (IEP).



Comparison to Prior Years

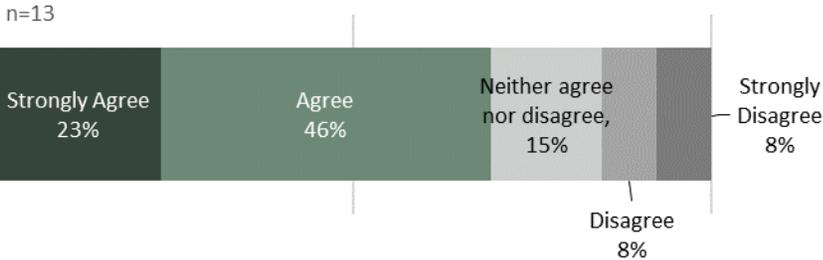
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> The IEP was great.
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> The IEP meetings are a waste of my time.
Neutral- sentiment Comments	None received

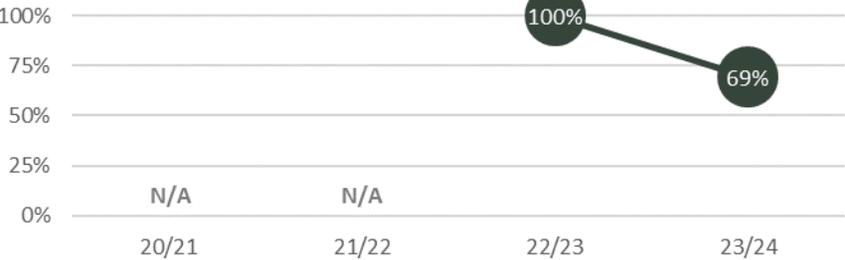
CONNECTIONS 2023-2024 Student Feedback

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



Comparison to Prior Years

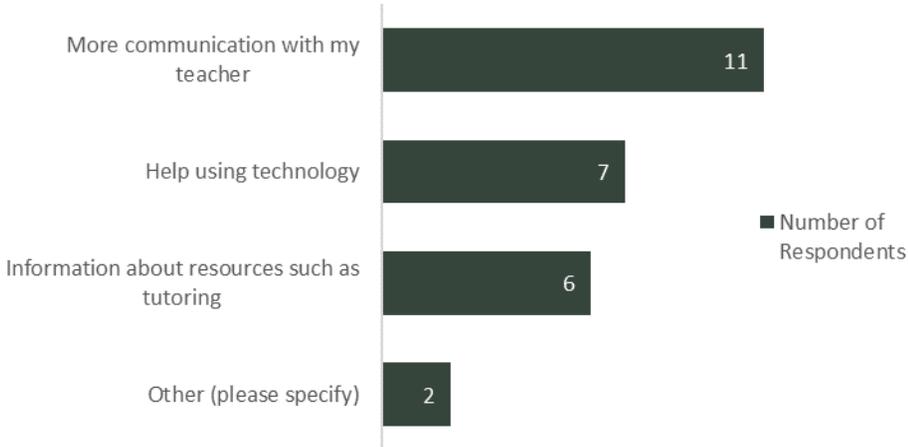
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> My teacher is an [expletive].
Neutral- sentiment Comments	None received

CONNECTIONS 2023-2024 Student Feedback

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



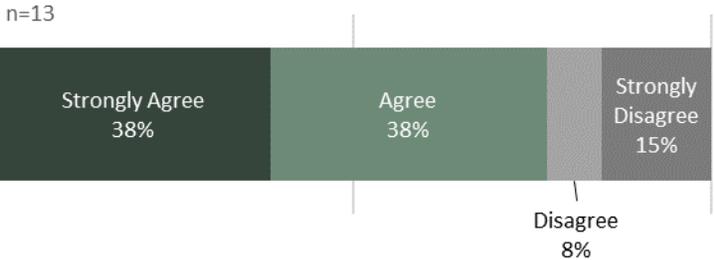
Write in responses for Other:

- More communication with my teacher and staff

Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> • They've done nothing to help me. This school is a piece of crap and I hate it with a burning passion.
Neutral- sentiment Comments	None received

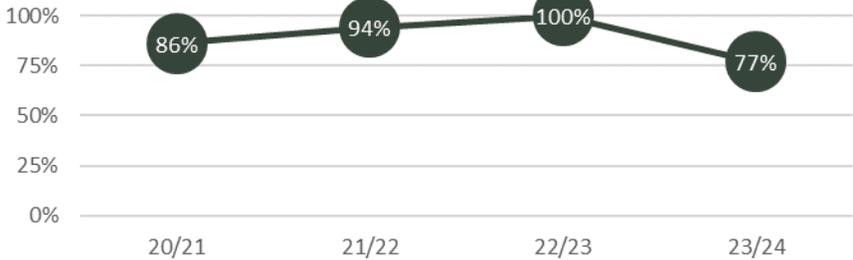
CONNECTIONS 2023-2024 Student Feedback

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



Comparison to Prior Years

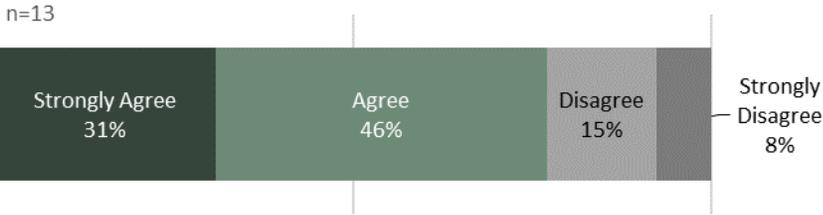
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> • IDC about my school program at all.
Neutral- sentiment Comments	None received

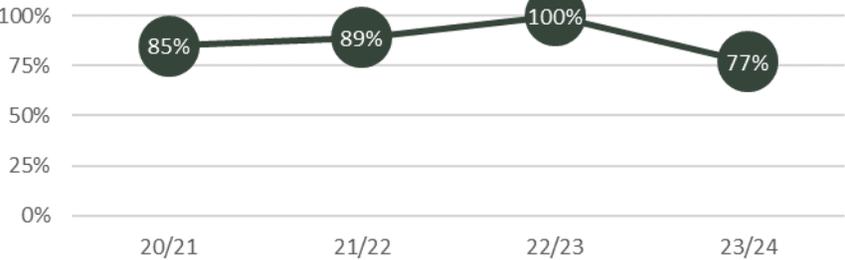
CONNECTIONS 2023-2024 Student Feedback

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



Comparison to Prior Years

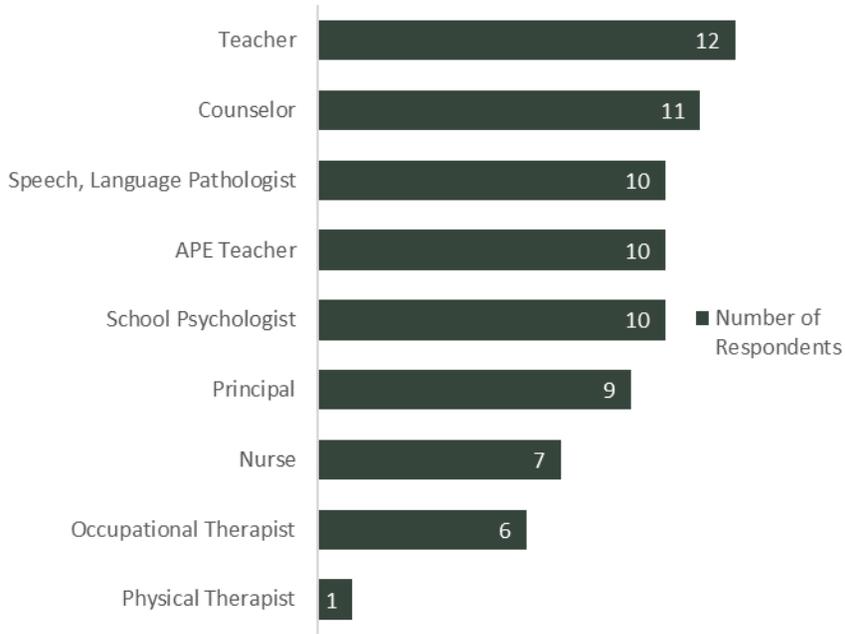
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> The school is racist.
Neutral- sentiment Comments	None received

CONNECTIONS 2023-2024 Student Feedback

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



Appreciation/ Positive Comments	<ul style="list-style-type: none"> • I love doing exercises now a days. • I'm mostly friendly with the school speech therapist.
Mixed- sentiment Comments	None received
Suggestions/ Needs	None received
Neutral- sentiment Comments	None received

CONNECTIONS 2023-2024 Student Feedback

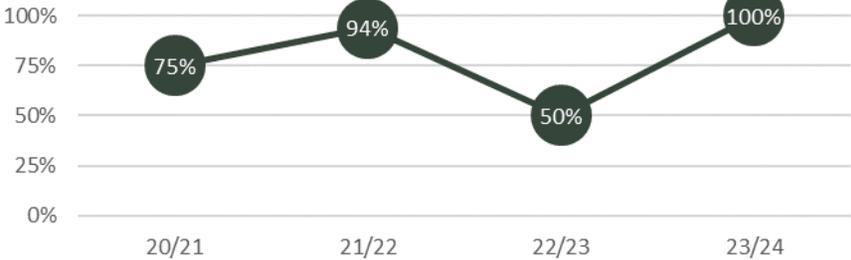
10. My school prepares me for my future.

n=9 (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

CONNECTIONS Instructional Staff Feedback

2023-2024

Prepared by
Orange County Department of Education
Evaluation & Data Center

April 2024

CONNECTIONS 2023-2024 Instructional Staff Feedback

The following is a summary of the data collected from a survey of OCDE CONNECTIONS 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:

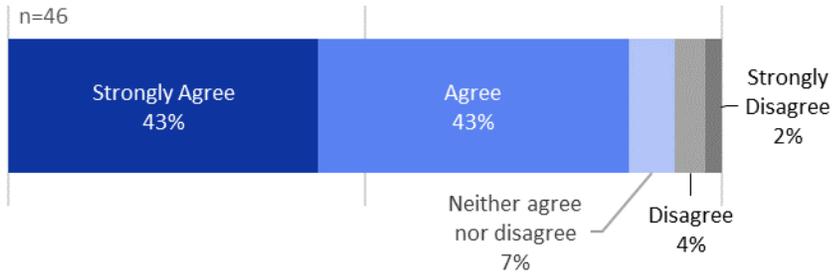
The survey was administered as an online survey with an approximate 6-week administration window: February 26, 2024, to April 7, 2024. Following standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 54 survey responses were received (N=54 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.

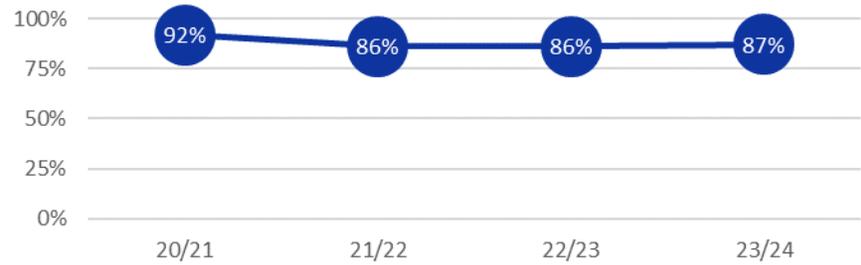
CONNECTIONS 2023-2024 Instructional Staff Feedback

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



Comparison to Prior Years

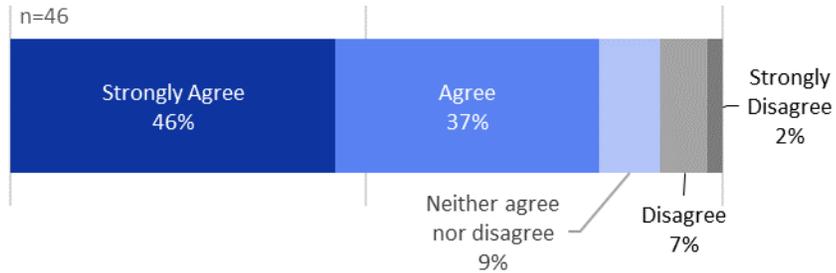
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> I use best practices throughout the day to ensure students get the best outcomes through daily instruction.
Mixed- sentiment Comments	<ul style="list-style-type: none"> I am aware of them, however I do not see them utilized in some classrooms.
Suggestions/ Needs	<ul style="list-style-type: none"> I would like to see more support of the DHH program at Venado and University High School coming from OCDE. The pressure to cut the DHH program in a variety of ways makes me feel OCDE doesn't value the DHH program and the services it provides DHH students in the county.
Neutral- sentiment Comments	None received

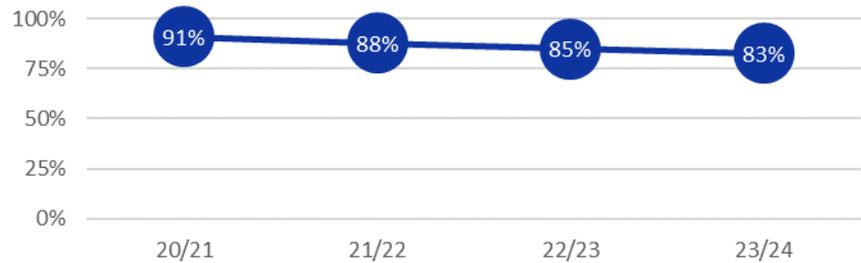
CONNECTIONS 2023-2024 Instructional Staff Feedback

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



Comparison to Prior Years

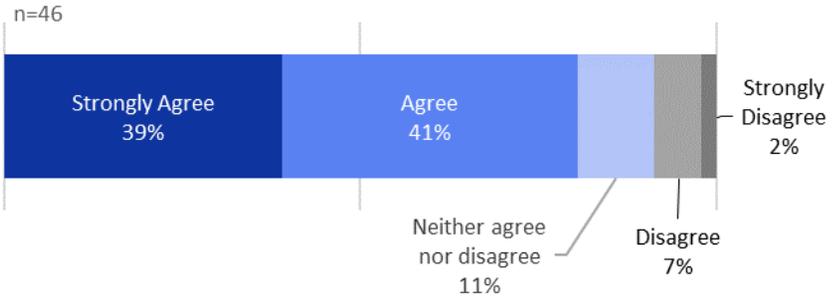
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> • Need more exposure within culture and practice tolerance among each groups. Especially with choices of teaching and learning styles. (SUCH AS: Oralism, ASL, Bilingual, multicultural, etc.) • The decreased student enrollment in the DHH program indicates a lack of awareness about the DHH program services which promotes inclusion at Venado and University. OCDE districts should be communicating with parents about the DHH program as an option for their DHH child. • This is an area of needed improvement. Some staff are not very conscious of implicit bias and they are not ready for diversity. This is highly needed in this area.
Neutral- sentiment Comments	None received

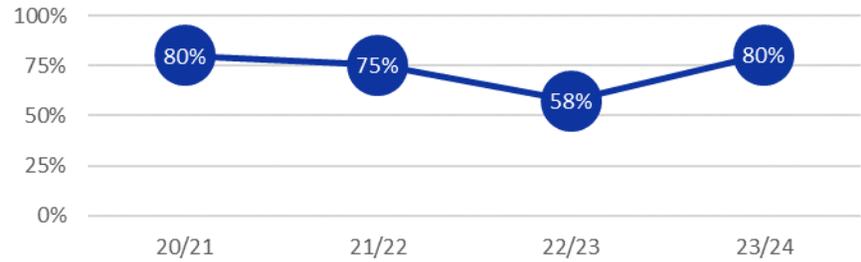
CONNECTIONS 2023-2024 Instructional Staff Feedback

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



Comparison to Prior Years

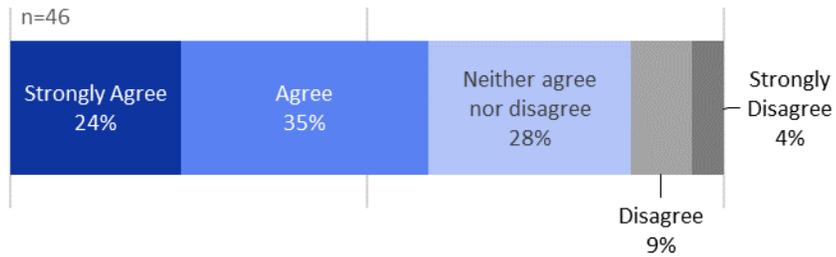
Note. % Strongly Agree + % Agree



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

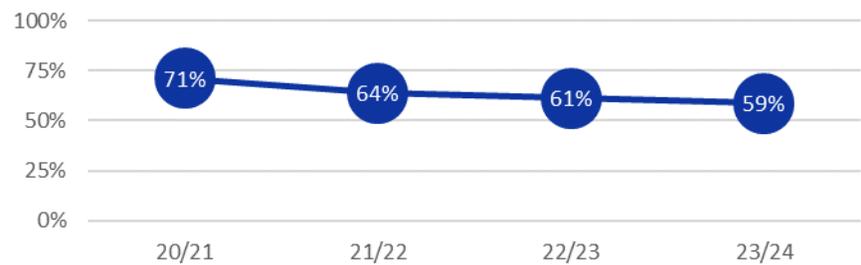
CONNECTIONS 2023-2024 Instructional Staff Feedback

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



Comparison to Prior Years

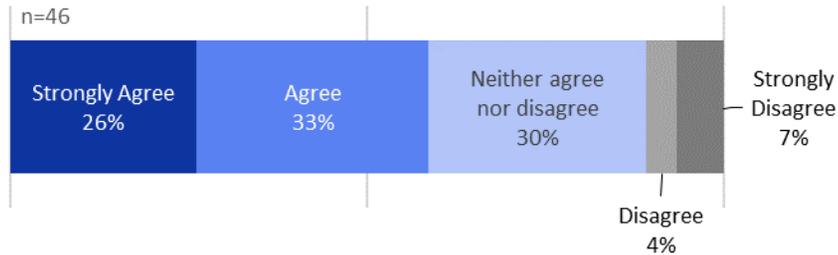
Note. % Strongly Agree + % Agree



Appreciation/ Positive Comments	<ul style="list-style-type: none"> [Staff members] are always supportive and go out of their way to provide mental health checks and opportunities to help ourselves (through the app and a special area at work for sensory activities)
Mixed- sentiment Comments	<ul style="list-style-type: none"> My organization offers plenty of resources to support positive mental health and even provides trainings on the topic. The one piece that is consistently lacking at various sites is debriefing after dealing with a behavioral emergency. It is difficult to meet and find time.
Suggestions/ Needs	<ul style="list-style-type: none"> Teachers need some mental health days... NOT COUNTING SICK DAYS.
Neutral- sentiment Comments	None received

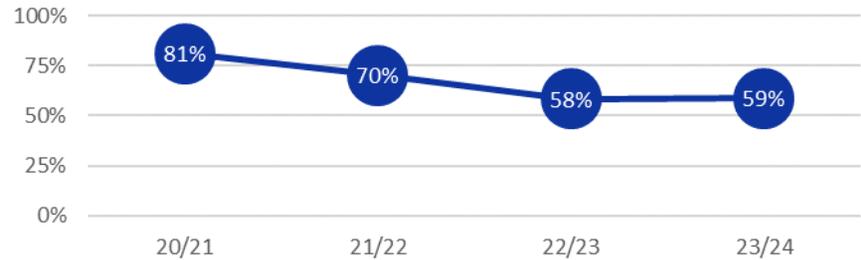
CONNECTIONS 2023-2024 Instructional Staff Feedback

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 lost money through contract differences. OCDE-DHH are not allowed to have 208 days contract... I have been asking for it and been denied every time. The workshop occurs during summer (Summer School). I lost money through this. • Less "Orange Frog" and positivity training and more focus on the actual population we are serving. Students should come first. • Training is not readily available for staff to grow and develop professionally • We have been asking for specific training's geared to help instruct our population (Oral DHH) and for staff development days to be specific towards our DHH students. • Wish our In services were more on learning about behaviors, technology based learning and anything else that is part of teaching students with severe disabilities instead of mental health
Neutral- sentiment Comments	None received

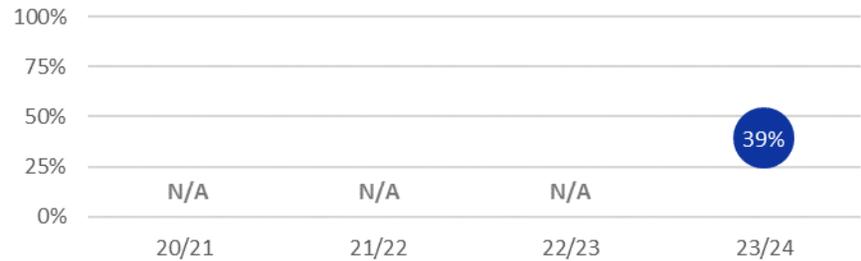
CONNECTIONS 2023-2024 Instructional Staff Feedback

6. How would you rate opportunities for professional development?



Comparison to Prior Years

Note. % Strongly Agree + % Agree

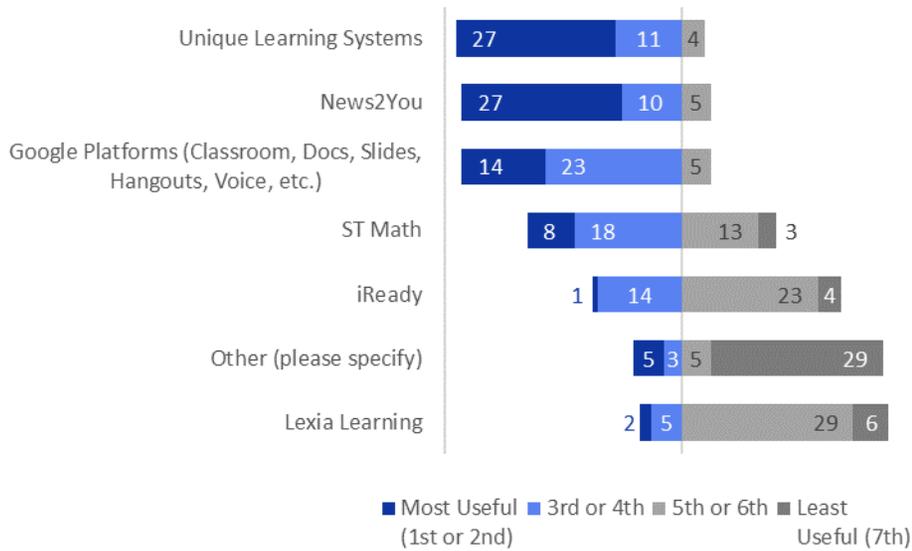


Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	<ul style="list-style-type: none"> It's challenging to find time during the school day AND outside of work hours to participate in additional professional development. I appreciate the professional development offered during the non-student work hours.
Suggestions/ Needs	<ul style="list-style-type: none"> A lot of the in-services don't seem to pertain to my classroom. Certain DHH workshops geared toward Deaf community and learning can be costly. Not sure if OCDE will support this. It would be wonderful to receive certifications or training's to expand our marketability. The opportunities were not given in equality There is no experience based advancement to my knowledge. Only certificated employees have those opportunities.
Neutral- sentiment Comments	None received

CONNECTIONS 2023-2024 Instructional Staff Feedback

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

n=42



Write in responses for Other

- academic curriculum
- Canvas and BGC
- IXL
- splashlearn, khan academy
- Teacher Pay Teacher
- teachers pay teachers
- Tumble Books
- youtube

Appreciation/ Positive Comments	None received
Mixed- sentiment Comments	None received
Suggestions/ Needs	<ul style="list-style-type: none"> • I am unaware of these 2 programs: Ready or Lexia Learning • I do not use iReady and Lexia Learning in my classroom but would like to investigate these programs and see if they are appropriate • I don't use most of these • It would be extremely helpful for classrooms to have a youtube subscription that allows the user to avoid ads. • Not sure what iready, lexia learning or St Math are. I have never heard of or used these in my classroom. • We do not use ready or Lexia Learning • we dont use #4 [Lexia Learning], 5 [ST Math], 6 [Google Platforms]

CONNECTIONS 2023-2024 Instructional Staff Feedback

Neutral-
sentiment
Comments

- There are more resources out there as well. I always search for more technological opportunities.

CONNECTIONS Non-Instructional Staff Feedback

2023-2024

Prepared by
Orange County Department of Education
Evaluation & Data Center

April 2024

CONNECTIONS 2023-2024 Non-Instructional Staff Feedback

The following is a summary of the data collected from a survey of OCDE CONNECTIONS 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:

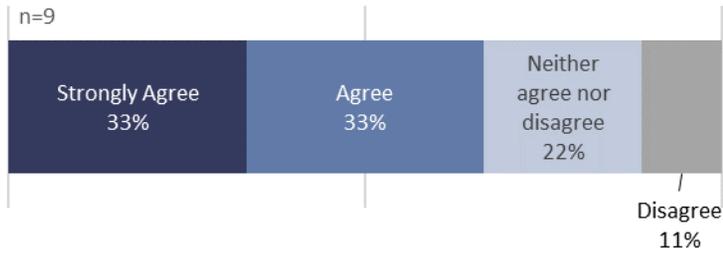
The survey was administered as an online survey with an approximate 6-week administration window: February 26, 2024, to April 7, 2024. Following standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 11 survey responses were received (N=11 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.

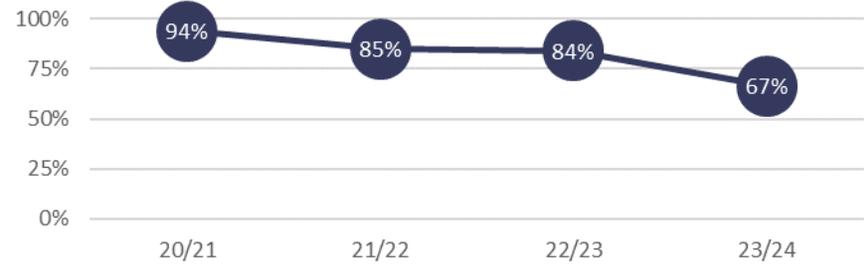
CONNECTIONS 2023-2024 Non-Instructional Staff Feedback

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

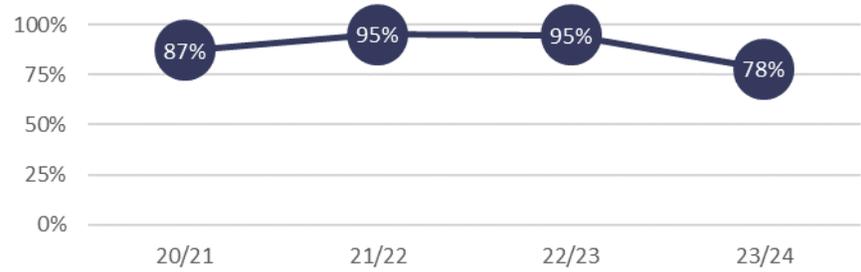
CONNECTIONS 2023-2024 Non-Instructional Staff Feedback

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



Comparison to Prior Years

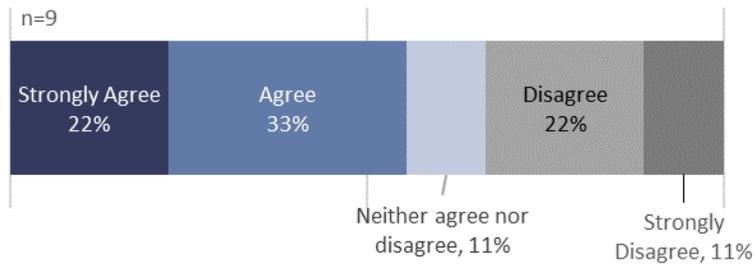
Note. % Strongly Agree + % Agree



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

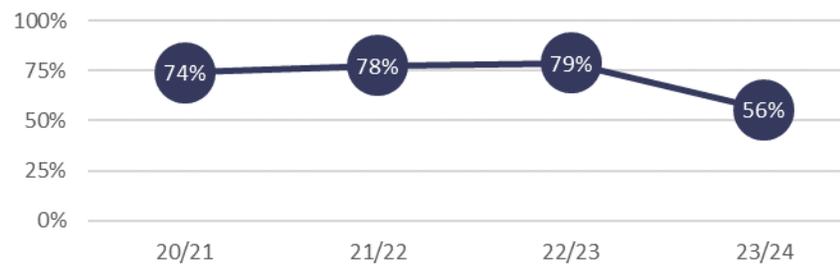
CONNECTIONS 2023-2024 Non-Instructional Staff Feedback

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



Comparison to Prior Years

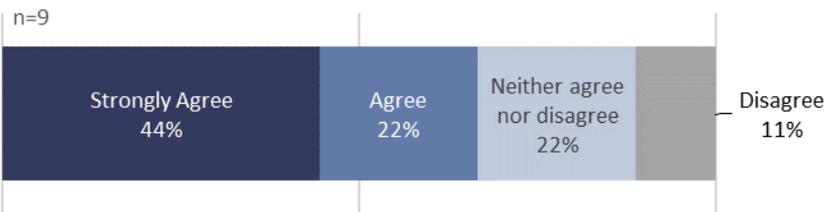
Note. % Strongly Agree + % Agree



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

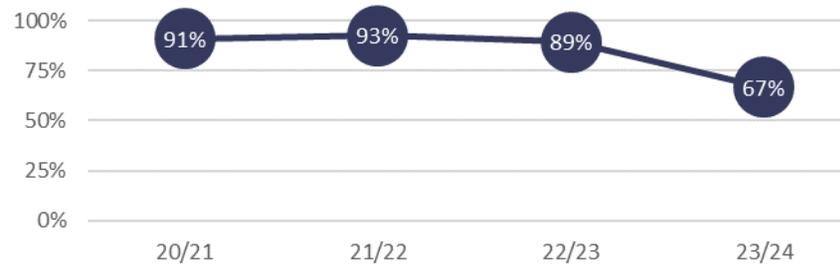
CONNECTIONS 2023-2024 Non-Instructional Staff Feedback

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



Comparison to Prior Years

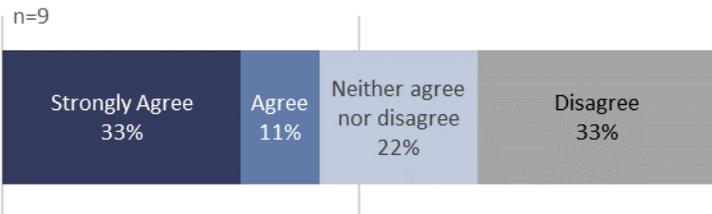
Note. % Strongly Agree + % Agree



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

CONNECTIONS 2023-2024 Non-Instructional Staff Feedback

5. I am comfortable speaking to my supervisor if I have questions or concerns at work.



Comparison to Prior Years

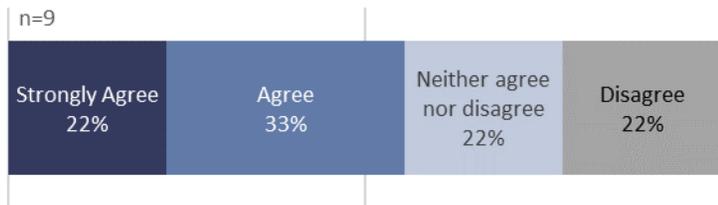
Note. % Strongly Agree + % Agree



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

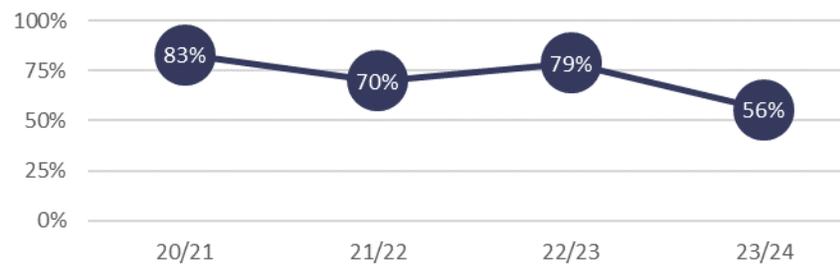
CONNECTIONS 2023-2024 Non-Instructional Staff Feedback

6. I am receiving support in my professional development.



Comparison to Prior Years

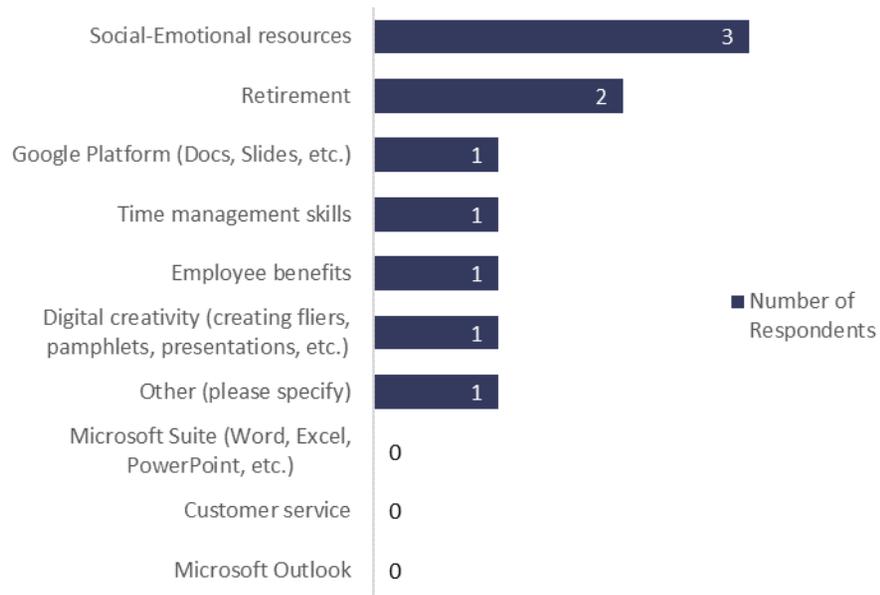
Note. % Strongly Agree + % Agree



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

CONNECTIONS 2023-2024 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

- Parent management/relationships

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

LEA and School Level Data

Student Groups Performing on the Lowest Performance Levels

State Indicators on the 2023 California Dashboard

Indicators → Student Groups ↓	Academic Achievement: ELA	Academic Achievement: Math	English Learner Progress (ELPI)	Chronic Absenteeism	Graduation Rate	College and Career Indicator	Suspension Rate
All Students	OCDE, OCCS, CONNECTIONS	OCDE, OCCS		OCDE	OCDE, ACC, AJH, CONNECTIONS	OCDE, ACC, AJH, CONNECTIONS	
English Learners			OCDE, ACC, AJH	OCDE, ACC	OCDE, ACC, AJH	OCDE, ACC, AJH	ACC
Foster Youth				OCDE	OCDE, ACC	OCDE	
Hispanic	OCCS	OCDE, OCCS		OCDE, OCCS	OCDE, ACC, AJH	OCDE, ACC, AJH	
Homeless				OCDE	OCDE, ACC	OCDE, ACC, AJH	
Low-Income	OCDE, OCCS, CONNECTIONS	OCDE, OCCS		OCDE, OCCS	OCDE, ACC, AJH	OCDE, ACC, AJH, OCCS	
Students w/Disabilities	CONNECTIONS				OCDE, ACC, AJH, CONNECTIONS	OCDE, ACC, AJH, CONNECTIONS	ACC
White					OCDE, ACC	OCDE, ACC	
Asian					OCDE		
LCAP GOALS/ACTIONS G = Goal A = Action	G1-A2 G2-A1	G1-A2 G2-A1	G1-A2 G2-A5	G1-A2 G1-A3	G1-A1 G1-A2 G1-A3 G1-A8 G2- A1 G2- A5	G1-A2 G1-A3 G1-A8 G2-A2 G2-A3 G2-A7	G1-A2 G1-A5 G1-A7 G1-A9

KEY:

OCDE = LEA/District; **ACC** = ACCESS County Community School; **AJH** = ACCESS Juvenile Hall;
OCCS = OCCS: CHEP/PCHS; **CONNECTIONS** = Orange County Special Education