Orange County Department of Education

2021-2024
Local Control and Accountability Plan (LCAP)

LCAP Year 2021-2022

including

2019-2020 LCAP Annual Update
2020-2021 Learning Continuity and Attendance Plan Annual Update

LCFF Budget Overview for Parents

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

CDS Code: 30103063030764

School Year: 2021-22

LEA contact information:
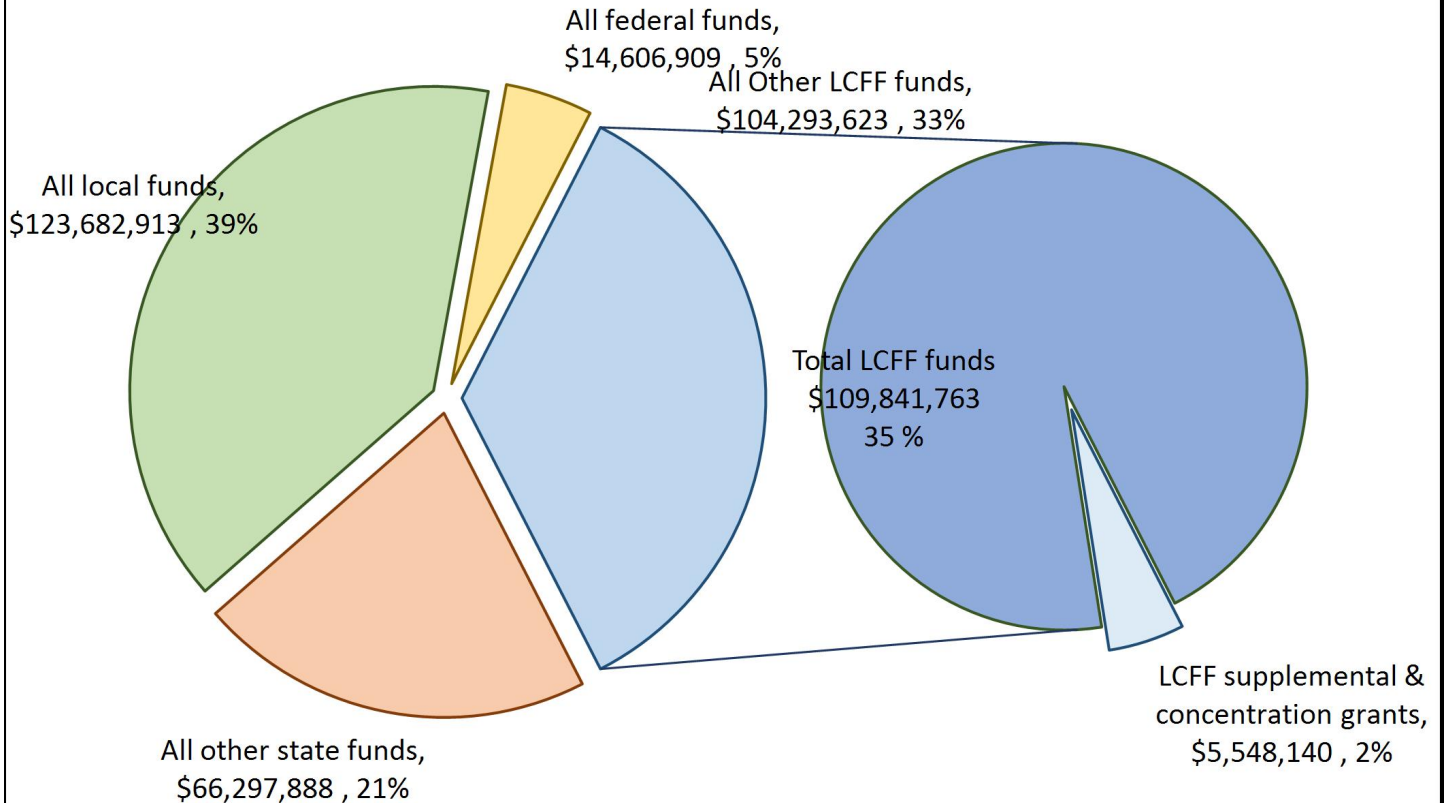
Jeff Hittenberger, Ph.D.

Chief Academic Officer

(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 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $14,606,909 , 5%

All Other LCFF funds, $104,293,623 , 33%

All local funds, $123,682,913 , 39%

Total LCFF funds $109,841,763 35 %

All other state funds, $66,297,888 , 21%

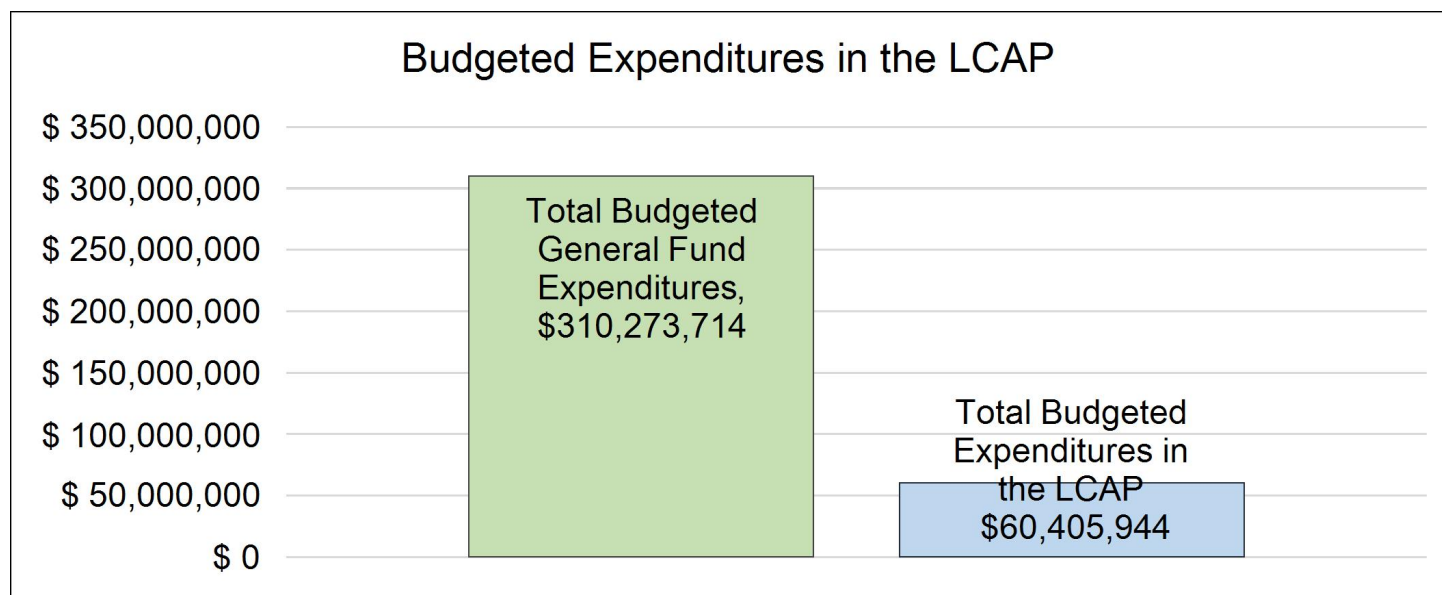LCFF supplemental & concentration grants, $5,548,140 , 2%

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

The total revenue projected for Orange County Department of Education is $314,429,473, of which $10,9841,763 is Local Control Funding Formula (LCFF), $66,297,888 is other state funds, $123,682,913 is local funds, and $14,606,909 is federal funds. Of the $10,9841,763 in LCFF Funds, $5,548,140 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $310,273,714	Total Budgeted Expenditures in the LCAP $60,405,944

(Y-axis scale: $ 0, $ 50,000,000, $ 100,000,000, $ 150,000,000, $ 200,000,000, $ 250,000,000, $ 300,000,000, $ 350,000,000)

This chart provides a quick summary of how much Orange County Department of Education plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Orange County Department of Education plans to spend $310,273,714 for the 2021-22 school year. Of that amount, $60,405,944 is tied to actions/services in the LCAP and $249,867,770 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

OCDE's vision is that "Orange County students will lead the nation in college and career readiness and success," and we play a supportive role in the fulfillment of this vision in collaboration with educators at all levels of student development, from early childhood though higher education, and in partnership with families, businesses, and community organizations. We believe that to lead the nation in college and career readiness and success is a high ambition, but within the reach of Orange County students. As a county office, OCDE is required to provide mandatory services to the school districts within Orange County. We are mandated to provide fiscal oversight and oversight of the Local Control Accountability Plans for 27 school districts in Orange County. As a county office, we incorporate expenditures to help support the various functions needed to help our districts, community colleges, and special agencies. We provide payroll, retirement reporting and check disbursement for school districts, community colleges, and special districts, and we partner with districts to provide a financial system of support, legal services, and credentialing services.
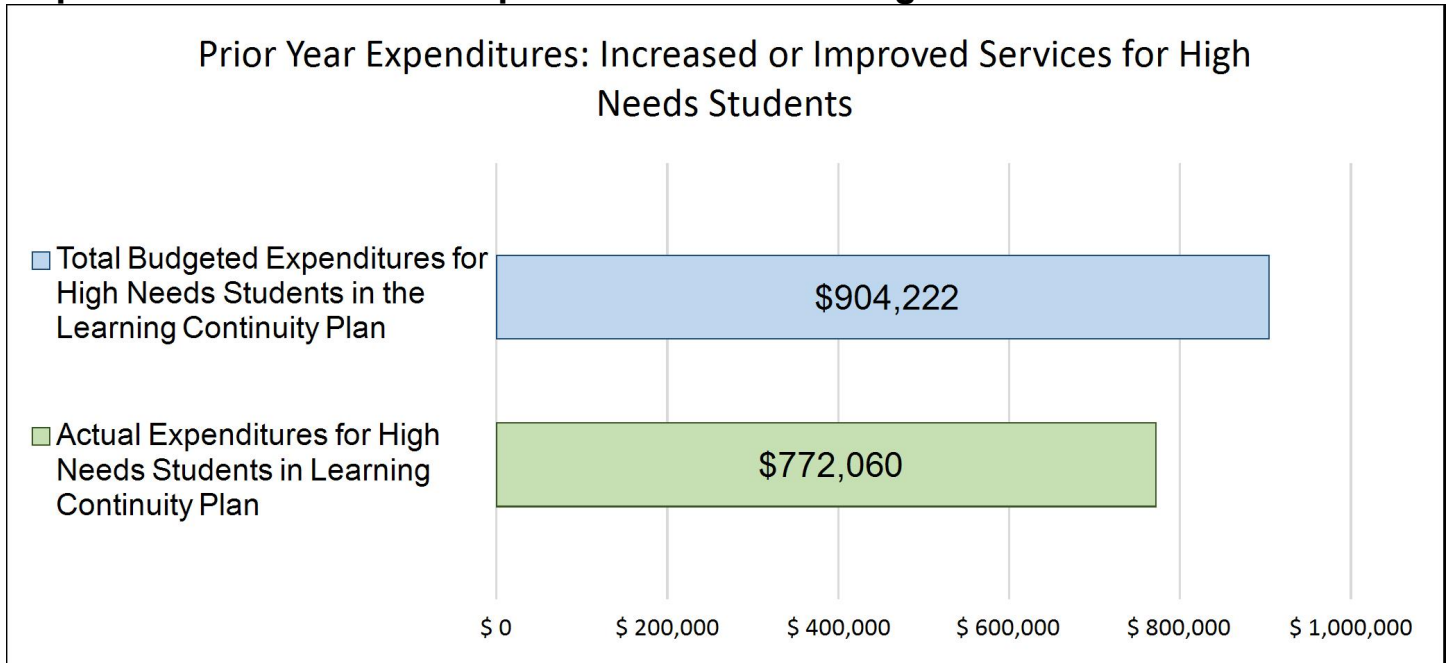
OCDE is a leader in assisting our districts in meeting state standards and providing technical assistance for their Local Control Accountability Plans by offering professional development opportunities. We are also required to provide Differentiated Assistance to districts that have been identified as needing these additional services under the statewide system of support. OCDE has committed resources to providing support from early childhood to higher learning.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Orange County Department of Education is projecting it will receive $5,548,140 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 $6,113,696 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 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $904,222

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $772,060

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000

This chart compares what Orange County Department of Education budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Orange County Department of Education's Learning Continuity Plan budgeted $904,222 for planned actions to increase or improve services for high needs students. Orange County Department of Education actually spent $772,060 for actions to increase or improve services for high needs students in 2020-21.

As described in the Annual Update, the majority of differences between Budgeted and Actual expenditures for high needs students were the result of reduced costs for training and the over estimation of the cost needed for bus aides. This difference did not impact the overall increased or improved services for high needs students, as the actions and services were implemented. Regarding technology, the student and parent surveys conducted in March and April 2021 indicated that sufficient technology and internet access was provided for educational purposes.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Orange County Department of Education	Jeff Hittenberger, Ph.D. Chief Academic Officer	jhittenberger@ocde.us (714) 966-4010

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal A.1

Increase the effective use of technology for teaching and learning to promote 21st Century skills.

Goal A.1: Increase bandwidth connectivity, reliability, and infrastructure throughout OCDE schools so all students have access to technology.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                   Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Circuit Capacity **19-20** Maintain **Baseline** Currently at 1 GB (2016-17)	All sites with 50 MB connectivity were increased to 100MB connectivity. All sites with 100MB connectivity were increased to 1GB connectivity.
Metric/Indicator Classroom Connectivity **19-20** Explore the need for enhanced connectivity at selected sites based on program needs. **Baseline** Currently completed at 75% of schools.	Additional wireless access points installed in classrooms for additional density.
Metric/Indicator Deployment of server and software for VDI roll-out. **19-20** Continue staff VDI roll-out until completed. **Baseline**	Staff VDI roll-out completed in 2019-2020.

Expected	Actual
Completed in 2016-17.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A.1-1 Continue to evaluate the technology infrastructure for needed upgrades and maintenance costs, including but not limited to bandwidth capability, firewall, switches, and web filter. Complete increased bandwidth to 100MB at remaining school sites.	4000-4999: Books And Supplies LCFF $71,000	$0
A.1-2 Maintain the ongoing monthly cost for site connectivity and continue to evaluate offsite student internet access needs by purchasing additional wireless hotspots to support unduplicated student groups. Continue to maintain device-to-student ratios as stated in the metrics. Install remaining Promethean Boards. Develop a technology plan for purchases of technology equipment and devices to support student learning. The remaining video production equipment will be utilized to record instruction for staff and student use to enhance student learning.	4000-4999: Books And Supplies LCFF $72,752 5000-5999: Services And Other Operating Expenditures LCFF $262,821	4000-4999: Books And Supplies LCFF $198,210 5900: Communications LCFF $10,908 CARES Funds 5900: Communications Federal Funds $9,970
A.1-3 Research, pilot, and purchase online safety management software to ensure appropriate student use of the internet.	4000-4999: Books And Supplies LCFF $25,000	4000-4999: Books And Supplies LCFF $21,000
A.1-4 Provide professional development trainings to staff for Google Apps for Education, Promethean Boards, and additional classroom technology and software purchases.	No cost for trainings (included in staff duties); Software purchases included in Goal A.2-5. 4000-4999: Books And Supplies LCFF $0	$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

In order to effectively transition to a dynamic virtual instructional platform and mitigate learning loss, significant and immediate technology investments were necessary in order to provide each student with a computer, access to instructional software, and internet access through wireless hot-spots. OCDE also ensured that all teachers and instructional staff were provided updated technology devices, software, and internet access to support continuity of instruction while teaching remotely. Associated technology investments were also necessary to ensure the network infrastructure (servers and network) were resourced adequately to handle the higher level of demand resulting from remote learning and working. OCDE also purchased learning management software and security solutions to ensure a safe and accessible instructional program for every student to support continuity of academic growth and achievement.

In addition to supporting remote teaching and learning, it was also necessary for OCDE to maintain in-person learning via small groups to meet the unique needs of the students enrolled in our Special Education division. To facilitate this need, OCDE made considerable investments in policies and strategies during COVID-19 to ensure a safe environment for students and staff. This included Covid-19 testing availability for staff, cleaning and disinfecting, providing protective equipment, and numerous other actions in order to enable education.

Funds not expended in the LCAP were used for these urgent expenses to benefit OCDE students and staff and maintain continuity of services, despite unprecedented changes in the school program.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The unprecedented pandemic conditions in March 2020 saw OCDE swiftly transition to distance learning to abide by government mandates and ensure the safety of students and staff. This sudden adjustment to remote learning and working environments meant the OCDE Information Technology division was immediately tasked with the school-wide and program-wide distribution of devices and hotspots to students and staff. The previous rollout of devices referenced in earlier LCAP documents was fast tracked to quickly and successfully provide all staff and students the necessary equipment. As a companion project to the technology distribution, Teachers on Special Assignment and support staff worked diligently to create a catalog of instructional How To videos and tutorials for staff and students regarding the use of new online platforms and learning tools.

However, despite an array of technology and resources available to educators and students, the new all-virtual model that began in March 2020 was a significant adjustment to the familiar in-person classroom model. Teachers who had established routines of technology usage with their students were now faced with an all virtual format that required students to adapt quickly to Zoom instruction, daily online assignments, and remote interaction with their teachers and peers. Ongoing support was needed to maintain

the effectiveness of the remote learning programs, and additional resources were necessary to enable students and families to troubleshoot technological issues at home.

Goal A.2

Increase the effective use of technology for teaching and learning to promote 21st Century skills.

Goal A.2: Increase staff and student utilization of technology in instruction and learning as demonstrated by teachers and students incorporating 21st Century skills of collaboration, communication, problem-solving, creativity, and character development into assignments. Expand student usage of available educational software programs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                    Priority 4: Pupil Achievement (Pupil Outcomes)
                    Priority 6: School Climate (Engagement)
                    Priority 7: Course Access (Conditions of Learning)
                    Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Ratio of computer/devices to students. **19-20** Maintain ratios for ACCESS Community and ACCESS Juvenile Hall, and evaluate capacity to further increase the ratios for CHEP/PCHS. **Baseline** 1:1 (ACCESS Community) 1:1 (ACCESS Day Schools) 1:1 (ACCESS Juvenile Court) 1:2.1 (CHEP/PCHS)	In 2019-2020 we maintained 1:1 student to device ratio.
Metric/Indicator Students using technology to complete assignments based on student/teacher surveys.	Due to unprecedented disruptions in LEA operations and data systems as a result of the COVID-19 pandemic, OCDE was not able to conduct the 2019-20 LCAP surveys as planned; therefore, no 2019-20 survey results are available for comparison.

Expected	Actual
19-20 Decrease by 2% Decrease by 2% Increase by 2% Increase by 2% **Baseline** 32.7% "Seldom" / "Never" (Student) 30% "Seldom" / "Never" (Teacher) 35.2% "Daily Use" (Student) 37.3% "Daily Use" (Teacher)	
Metric/Indicator Percentage of teachers logging into ULS on a monthly basis. **19-20** Increase to 85%. **Baseline** Baseline will be established in 2017-18.	The percentage of teachers logging into ULS on a monthly basis exceed our goal for the 2019-20 school year. We currently have 96% of our teachers logging into ULS on a monthly basis.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A.2-1 By March of each year, survey teaching staff, non-instructional staff, parents, and students to determine the increased usage of technology in student assignments and students' access to technology at home.	(No Printing Costs; No Charge for Electronic Surveys) 5000-5999: Services And Other Operating Expenditures LCFF $0	$0
A.2-2 Continue funding for the Educational Tech User Support Assistant to further implement the use of technology throughout ACCESS by providing teachers with training, guidance, and resources.	2000-2999: Classified Personnel Salaries LCFF $64,495	2000-2999: Classified Personnel Salaries LCFF $66,431

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits LCFF $27,130	3000-3999: Employee Benefits LCFF $27,511
A.2-3 Expand the usage of GradPoint through continued training of staff and coaching support in the classroom. Collect data on student usage (i.e., the total number of students enrolled in a GradPoint course and the number of students who started and successfully completed credits). Collect student survey results to determine the effectiveness of the program.	4000-4999: Books And Supplies LCFF $218,000	4000-4999: Books And Supplies LCFF $267,050 5000-5999: Services And Other Operating Expenditures LCFF $6,450
A.2-4 Expand the usage of the educational technology website available to instructional staff and continue to add additional resources to the website targeting the needs of unduplicated student groups. Continue to provide updates to instructional staff as new resources are added.	No Cost (Part of Staff Duties) LCFF $0	No Cost (Part of Staff Duties) LCFF $0
A.2-5 Continue to purchase licenses for student usage of current educational software programs and identify and train staff on instructional resources for incorporating 21st Century skills into student learning.	WorldBook Online 4000-4999: Books And Supplies LCFF $11,114 Instructure (Canvas); 4000-4999: Books And Supplies LCFF $4,500 Discovery Education Streaming 4000-4999: Books And Supplies LCFF $2,050 Kahn Academy, No Cost 4000-4999: Books And Supplies LCFF $0 Newsela 4000-4999: Books And Supplies LCFF $3,376 ST Math 4000-4999: Books And Supplies LCFF $3,000 ALEKS Math 4000-4999: Books And Supplies LCFF $10,395	WorldBook Online 4000-4999: Books And Supplies LCFF $11,114 Instructure (Canvas); 4000-4999: Books And Supplies LCFF $4,446 KOCE TV 4000-4999: Books And Supplies LCFF $2,100 Kahn Academy, No Cost 4000-4999: Books And Supplies LCFF $0 Newsela 4000-4999: Books And Supplies LCFF $4,300 ST Math 4000-4999: Books And Supplies LCFF $0 ALEKS Math 4000-4999: Books And Supplies LCFF $7,428

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Career Cruising 4000-4999: Books And Supplies LCFF $799	Career Cruising 4000-4999: Books And Supplies LCFF $0
	Turnitin 4000-4999: Books And Supplies LCFF $3,927	Turnitin 4000-4999: Books And Supplies LCFF $0
	Rosetta Stone (Cost Center 1823) 4000-4999: Books And Supplies Other State Funds $4,650	Rosetta Stone (Cost Center 1823) 4000-4999: Books And Supplies Other State Funds $4,650
A.2-6 Provide release time for ACCESS teachers to observe exemplary classrooms that effectively utilize technology and the adopted curriculum in order to integrate technology and curriculum more effectively into their instruction.	Cost Included in C.3-1 1000-1999: Certificated Personnel Salaries LCFF Cost Included in C.3-1 3000-3999: Employee Benefits	Cost Included in C.3-1 1000-1999: Certificated Personnel Salaries LCFF Cost Included in C.3-1 3000-3999: Employee Benefits
A.2-7 Continue ULS and News 2 You and explore an online science resource aligned with NGSS. Continue to research supplemental software programs and online resources for incorporating Communication, Collaboration, Critical Thinking, Creativity, and Character into student assignments. Continue the use of SANDI, implement Formative Assessment Standards Tasks (FAST), ST Math, Symbolstix, and the SEACO Access Guide for California Content Standards.	ULS instructional materials 4000-4999: Books And Supplies Other State Funds $16,094 News 2 You 4000-4999: Books And Supplies Other State Funds $5,681 SANDI/FAST 4000-4999: Books And Supplies Other State Funds $20,150 ST Math 4000-4999: Books And Supplies Other State Funds $3,770 Symbolstix 4000-4999: Books And Supplies Other State Funds $2,654	ULS instructional materials 4000-4999: Books And Supplies Other State Funds $20,768 News 2 You 4000-4999: Books And Supplies Other State Funds $7,132 SANDI/FAST 4000-4999: Books And Supplies Other State Funds $16,209 ST Math 4000-4999: Books And Supplies Other State Funds $3,770 Symbolstix 4000-4999: Books And Supplies Other State Funds $3,199
A.2-8 Continue the Touch2Learn (technology) Committee meetings on a quarterly basis to implement the SES Technology Plan.	No Cost (Included in Staff Duties) Division of Special Education Services Funds Certificated Salaries: 1000-1999	No Cost (Included in Staff Duties) Division of Special Education Services Funds Certificated Salaries: 1000-1999

	Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Employee Benefits: 3000-3999	Employee Benefits: 3000-3999

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions were implemented as described.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

OCDE Schools provided each student with a computer, access to instructional software, and internet access through wireless hot-spots. OCDE also ensured that all teachers and instructional staff were provided updated technology devices, software, and internet access to support continuity of instruction while teaching remotely. Associated technology investments were also necessary to ensure the network infrastructure (servers and network) were resourced adequately to handle the higher level of demand resulting from remote learning and working. OCDE also purchased learning management software and security solutions to ensure a safe and accessible instructional program for every student to support continuity of academic growth and achievement.

One of the challenges was to train students and staff on the usage of the new educational software and learning management system. The instructional support staff was successful in creating a robust library of resources, including "how-to" videos, which were accessible to all teachers, parents, and students ensuring continuity of instruction to support academic achievement for all students in a remote learning environment.

At the onset of the COVID-19 pandemic, the challenge of deploying devices and wireless hot-spots to staff and some students in a safe and timely manner was a challenge. OCDE Schools addressed this issue by working closely with each individual staff and students to schedule a specific time and place to pick up devices and wireless hot-spots.

Goal B.1

Increase parent and stakeholder engagement as well as collaboration to support student learning.

Goal B.1: Increase parent participation and involvement in the educational process which research validates improves student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator High School Drop-out Rate (A middle school dropout rate is not applicable due to the low number of middle school students enrolled in our program.) **19-20** 6% **Baseline** 6.91% (2015-16 baseline) (Note: as of April 2017, the ACCESS drop-out rate was 9.67%; this is the more accurate baseline to track our students.)	Final outcome for the High School Drop-out Rate for the 19-20 full school year was 4.53%.
Metric/Indicator Community School Attendance Rate (Chronic absenteeism rates do not provide an accurate depiction of attendance outcomes due to the fact our students enter our program with significantly poor attendance from their prior school districts.)	Final outcome for the Community School Attendance Rate for 19-20 full school year was 71%.

Expected	Actual
19-20 73% **Baseline** 73.2% for 2015-16 (Note: as of Month 9 of 2017, the attendance rate for ACCESS Community Schools was 73%; this is the more up-to-date baseline to assess student attendance.)	
Metric/Indicator Parent Satisfaction with Division of Special Education Services. **19-20** Maintain at 95% or higher. **Baseline** 94%	Due to unprecedented disruptions in LEA operations and data systems as a result of the COVID-19 pandemic, OCDE was not able to conduct the 2019-20 LCAP surveys as planned; therefore, no 2019-20 survey results are available for comparison.
Metric/Indicator Annual Parent Survey to Collect Parent Input regarding LCAP Goals, Actions, and Services. **19-20** Increase Parent Responses by 5%. **Baseline** 338 Parent-Completed Surveys.	Due to unprecedented disruptions in LEA operations and data systems as a result of the COVID-19 pandemic, OCDE was not able to conduct the 2019-20 LCAP surveys as planned; therefore, no 2019-20 survey results are available for comparison.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
B.1-1 Increase utilization of the School Messenger System for communicating essential information to parents/guardians, and provide training to administrators as needed.	(School Messenger License) 5000-5999: Services And Other Operating Expenditures LCFF $9,945	(School Messenger License) 5000-5999: Services And Other Operating Expenditures LCFF $949 5000-5999: Services And Other Operating Expenditures Other State Funds $6,779

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
B.1-2 Parent surveys and input continue to validate that parent classes, workshops, trainings, and information nights are valuable and will continue to be offered throughout 2019-20, with the focus of increasing parent involvement. DELAC/ELAC meetings will continue to be held. In order to meet the needs of immigrant students, the EL Services Team will hold parenting classes to help families navigate the public education system in California.	5000-5999: Services And Other Operating Expenditures LCFF $20,000 5000-5999: Services And Other Operating Expenditures Title I $25,000	4000-4999: Books And Supplies LCFF $4,000 5000-5999: Services And Other Operating Expenditures Other State Funds $9,900
B.1-3 Continue to conduct at least one parent/guardian information event in the fall and spring, including the cost of refreshments for parents/guardians and families. Include interpretation/translation services and equipment, along with materials and supplies for the parent/guardian events. Obtain parent feedback at the conclusion of each event regarding what information was supportive and helpful, as well as additional information they would like to receive.	5000-5999: Services And Other Operating Expenditures LCFF $5,000	5000-5999: Services And Other Operating Expenditures Other State Funds $4,950 5000-5999: Services And Other Operating Expenditures LCFF $1,730
B.1-4 During 2019-20, the rollout of the parent portal will continue to all administrative Areas. Parent information on how to access and utilize the parent portal will continue to be provided at enrollment. When possible, an introduction and instruction on use of the parent portal will be provided at parent events. Explore other features of Aeries.Net for teachers and administrators to use, such as Analytics. A new vendor, Aeries, has been identified to provide the technical implementation for online registration and enrollment.	AERIES.Net 5000-5999: Services And Other Operating Expenditures LCFF $11,336	AERIES.Net 5000-5999: Services And Other Operating Expenditures LCFF $15,032
B.1-5	Cost Included in A.2-1	Cost Included in A.2-1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
By March of each school year, survey teaching staff, non-instructional staff, parents, and students to determine satisfaction index regarding the use of technology, school climate, and safety.		
B.1-6 Continue to initiate parent contact at least 30 days prior to annual IEP date to support parent participation at annual IEP meetings. Continue to monitor and assess parent survey results.	No Cost (Part of Staff Duties) Special Education Division Funds Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999	No Cost (Part of Staff Duties) Special Education Division Funds Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999
B.1-7 Continue to provide training opportunities for newstaff and administrators for a total of 1.5 hours on topics relating to Parent Participation and Involvement in the IEP process.	No Cost (Included in Staff Salaries) Special Education Division Funds Certificated Salaries: 1000-2999 Employee Benefits: 3000-3999	No Cost (Included in Staff Salaries) Special Education Division Funds Certificated Salaries: 1000-2999 Employee Benefits: 3000-3999

B.1-8
Continue to provide parents/guardians and staff with ongoing notification of school, community events that relate to improved parent/guardian involvement and student achievement. An Orange County Parent Support Group for Deaf and Hard of Hearing students (DH/H) meets monthly to support the needs of DH/H students and parents.
	No Cost (Part of Staff Duties)
	Classified Salaries: 2000-2999
	Employee Benefits: 3000-3999
	  Special Education
		No Cost (Part of Staff Duties)
		Classified Salaries: 2000-2999
		Employee Benefits: 3000-3999
		  Special Education

B.1-9
Update by July of each year program brochures for students with the most significant disabilities related to physical and specialized healthcare needs. Program brochures will be posted on the OCDE website under the Special Schools tab.
	No Cost (Included in Staff Duties)
	No Cost (Included in Staff Duties)
	Classified Salaries: 2000-2999
	Employee Benefits: 3000-3999
	  Special Education
		No Cost (Included in Staff Duties)
		No Cost (Included in Staff Duties)
		Classified Salaries: 2000-2999
		Employee Benefits: 3000-3999
		  Special Education

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the unprecedented disruptions in OCDE's operations which precipitated the move from in-person instruction and events to remote and virtual settings, costs for parent events, conferences, travel, refreshments, speakers, and resources were greatly reduced. The shift to virtual platforms required a brief pause to evaluate and identify new avenues to continue the actions and activities with intentionality. We then converted our delivery model to a virtual process which provided us the opportunity to continue moving forward with scheduled events, meetings, and trainings, but at a much lower cost to the organization. Additionally, community partners donated resources and provided support to facilitate in this area, offsetting budgeted expenditures.

In order to effectively transition to a dynamic virtual instructional platform and mitigate learning loss, significant and immediate technology investments were necessary in order to provide each student with a computer, access to instructional software, and internet access through wireless hot-spots. OCDE also ensured that all teachers and instructional staff were provided updated technology devices, software, and internet access to support continuity of instruction while teaching remotely. Associated technology investments were also necessary to ensure the network infrastructure (servers and network) were resourced adequately to handle the higher level of demand resulting from remote learning and working. OCDE also purchased learning management software and security solutions to ensure a safe and accessible instructional program for every student to support continuity of academic growth and achievement.

In addition to supporting remote teaching and learning, it was also necessary for OCDE to maintain in-person learning via small groups to meet the unique needs of the students enrolled in our Special Education division. To facilitate this need, OCDE made considerable investments in policies and strategies during COVID-19 to ensure a safe environment for students and staff. This included COVID-19 testing availability for staff, cleaning and disinfecting, providing protective equipment, and numerous other actions in order to enable education.

Funds not expended in the LCAP were used for these urgent expenses to benefit OCDE students and staff and maintain continuity of services, despite unprecedented changes in the school program.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The unexpected shift from in-person to remote instruction and interactions with our stakeholders was the initial challenge we faced. As a result, we were successful in adopting virtual platforms to meet the needs of our stakeholders and facilitate the objectives of our actions and services within this goal. In the area of English Language learner support, we were able to increase parent attendance at our monthly meetings, due to the convenience of a virtual setting. Not all parents, families or stakeholders were familiar with virtual platforms, so we provided training on the use of Zoom to support accessibility and attendance via virtual office hours, an online library of instructional "how-to" videos, and support from teachers and administrators directly to the home. Additionally, the technology

devices distributed to students provided stakeholders with the tools needed to participate in virtual events. These challenges became important successes in increasing communication and supporting students and families. Overall parent/guardian attendance not only increased, but families who previously had not been engaged participated in these virtual parent opportunities. Many families faced challenges during this time, and community partnerships teamed with us to provide resources, such as food, diapers, PPE, and other types of basic needs. The distribution of these important resources provided additional opportunities to communicate and support students and families.

Goal B.2

Increase parent and stakeholder engagement as well as collaboration to support student learning.

Goal B.2: Identify, develop, and renew partnerships, as well as increase stakeholder and agency linkages to increase services and resources to students that focus on health, counseling, and life skills.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of Grants Awarded **19-20** Maintain a minimum of 14 grants to serve ACCESS students. **Baseline** 14 grants awarded	In FY 2019-20 there were 28 funding allocations awarded (estimated 8 allocations providing countywide services with partial or full support to ACCESS students) Total Dollar Amount Awarded: $28,320,219 (estimated total of awarded funds supporting ACCESS students is $11,687,521. The above figures only show funding allocation proposals in which the Funding Office was involved. Some of the funds awarded in 2019-20 were for multi-year projects.
Metric/Indicator Percentage of Student Population Participating in Co-Curricular Events. **19-20** Increase to 40% **Baseline** 20% of student population	33% of students in the 2019-20 school year participated in co-curricular events. Due to the pandemic, larger events were not able to be held, thus decreasing the number of students participating. During distance learning, school teams designed virtual co-curricular activities to provide students with additional opportunities such as Art for Healing, entrepreneurial classes, and e-sports.

Expected	Actual
Metric/Indicator Percentage of Students with the Most Significant Disabilities Offered Post-School Service. **19-20** Metric is modified below. **Baseline** 83%	In March of 2020, referrals to adult services were stopped due to COVID-19.
Metric/Indicator Percentage of students with the most significant disabilities accepted into post-school service options. **19-20** Maintain **Baseline** The baseline is 68% established 2018-19.	For the 2019-20 school year, due to COVID-19, only 32% of our students were accepted into day programs and post-secondary placement. In March of 2020, adult programs stopped accepted students due to COVID-19.
Metric/Indicator Percentage of students and the percentage of parents indicating that the school is safe on the annual survey. **19-20** Increase by 1% from the prior year of 92% for students and 96% for parents. **Baseline** Student percent indicating a safe school environment: 93.6% Parent percent indicating a safe school environment: 95.4%	Due to unprecedented disruptions in LEA operations and data systems as a result of the COVID-19 pandemic, OCDE was not able to conduct the 2019-20 LCAP surveys as planned; therefore, no 2019-20 survey results are available for comparison. However, conversations during parent advisory committee meetings conducted in the latter part of the school year revealed a shift in concerns from general school safety to pandemic-related issues. Parents expressed the need for mental health and wellness support for students during remote learning, and asked questions regarding in-person health protocols at the school sites. Resources, information, and training were provided to families to address these concerns.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
B.2-1	2000-2999: Classified Personnel Salaries LCFF $48,381	2000-2999: Classified Personnel Salaries LCFF $48,514

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to fund the Grant Program Support Assistant to support ongoing grants that address nutrition, substance abuse, mental health, internships, and jo shadowing.	3000-3999: Employee Benefits LCFF $19,630	3000-3999: Employee Benefits LCFF $17,866
B.2-2 Maintain a co-curricular activities fund to support student learning and engagement, including Summer at The Center, Young American Outreach, and educational field trips. This funding includes transportation costs, food, supplies, and staff salaries.	(Cost included in C.3-1 $2,415) 1000-1999: Certificated Personnel Salaries LCFF 2000-2999: Classified Personnel Salaries LCFF $7,000 (Cost included in C.3-1 $489) 3000-3999: Employee Benefits LCFF $712 4000-4999: Books And Supplies LCFF $16,167 5000-5999: Services And Other Operating Expenditures LCFF $33,726	(Cost included in C.3-1) 1000-1999: Certificated Personnel Salaries LCFF 2000-2999: Classified Personnel Salaries LCFF $0 (Cost included in C.3-1) 3000-3999: Employee Benefits LCFF $0 4000-4999: Books And Supplies LCFF $0 5000-5999: Services And Other Operating Expenditures LCFF $27,717
B.2-3 Continue funding a Career Technical Education Specialist to further develop Career Pathways, coordinate and implement additional career education courses, and work with community colleges regarding course articulation.	1000-1999: Certificated Personnel Salaries LCFF $126,254 3000-3999: Employee Benefits LCFF $33,594	1000-1999: Certificated Personnel Salaries LCFF $21,990 3000-3999: Employee Benefits LCFF $5,806
B.2-4 Continue funding the contract for the short-term CTE staff members to support career pathways and to assist the Program Specialist in developing CTE courses for ACCESS. Provide stipends for ACCESS CTE-credentialed teachers to teach CTE courses.	1000-1999: Certificated Personnel Salaries LCFF $3,600 2000-2999: Classified Personnel Salaries LCFF $81,675 3000-3999: Employee Benefits LCFF $19,630	2000-2999: Classified Personnel Salaries LCFF $9,328 3000-3999: Employee Benefits LCFF $807
B.2-5 Continue to provide Pure Game, a physical education/character development program for up to seven ACCESS sites.	5000-5999: Services And Other Operating Expenditures LCFF $28,390	Pure Game 5000-5999: Services And Other Operating Expenditures LCFF $28,056

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
B.2-6 Continue to host three Career Success Week events for ACCESS students to provide job-readiness skills and personal finance management. Partner with Working Wardrobes to provide career building workshops for students during Career Success Week. Create and implement one week-long Career Success Week Junior targeting middle school students. This action also includes ACCESS student participation in the annual one-day community college Career Forum. Funding costs: materials, transportation, sub teachers, printing costs, and food.	4000-4999: Books And Supplies LCFF $6,000 5000-5999: Services And Other Operating Expenditures LCFF $10,000 5000-5999: Services And Other Operating Expenditures Title I $1,000	4000-4999: Books And Supplies LCFF $3,325 5000-5999: Services And Other Operating Expenditures LCFF $4,004
B.2-7 Continue to increase partnerships with community stakeholders with an emphasis on collaborating with community colleges and universities through campus tours and field trips to local county-operated libraries. Costs include transportation, printing, general supplies, and refreshments.	4000-4999: Books And Supplies LCFF $700 5000-5999: Services And Other Operating Expenditures LCFF $4,500	5000-5999: Services And Other Operating Expenditures LCFF $2,300
B.2-8 Continue to expand partnerships with community organizations to assist with providing students food, clothing, shoes, and basic school supplies. Provide ACCESS homeless families with essential personal items when needed.	4000-4999: Books And Supplies LCFF $5,000	4000-4999: Books And Supplies LCFF $4,701
B.2-9 Continue to support a positive school climate through opportunities for staff development and trainings focused on diversity, acceptance, and respectful relationships among all staff and students. Track the number of staff members who attend mindfulness workshops, and gather feedback from participants regarding the impact to school climate. Explore opportunities for instructional staff and administrators to attend California Teachers Association trainings related to diversity.	5000-5999: Services And Other Operating Expenditures LCFF $3,000	5000-5999: Services And Other Operating Expenditures LCFF $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
B.2-10 Continue to update and provide on the OCDE website the OCDE Transition Resource Directory to identify and expand services for students with severe disabilities. Distribute Directory to parents, partners, and Special Education Division sites.	No cost (included in staff salaries) NA NA	No cost (included in staff salaries) NA NA
B.2-11 The current number of adult day program options is 48. The program will continue to explore additional adult day program options for students with the most significant disabilities prior to program completion.	No Cost (Included in Staff Salaries)	No cost (included in staff salaries) NA NA
B.2-12 Continue to update resource list of community college options in Orange County for students with intellectual disabilities.	No Cost (Included in Staff Salaries) NA	No cost (included in staff salaries) NA NA
B.2-13 Continue to support a positive school climate through opportunities for staff development and trainings focused on diversity, acceptance, and respectful relationships among all staff and students. Track the number of staff members who attend mindfulness workshops, and gather feedback from participants regarding the impact to school climate. Explore opportunities for instructional staff and administrators to attend California Teachers Association trainings related to diversity.	5000-5999: Services And Other Operating Expenditures Special Education $1,000	No Cost - offered via Risk management and Human resources $0
B.2-14 Continue to update Division of Special Education Services Adult Transition brochure prior to the beginning of each school year and post it on the OCDE website under the Special Schools tab. This Transition brochure is printed and provided to district partners and parents when they visit the school sites.	No Cost (Included in Staff Duties) Classified Salaries: 2000-2999 Employee Benefits: 3000-3999 Special Education	No cost (included in staff salaries) NA NA

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Most actions were implemented as described prior to COVID-19 pandemic.

In order to effectively transition to a dynamic virtual instructional platform and mitigate learning loss, significant and immediate technology investments were necessary in order to provide each student with a computer, access to instructional software, and internet access through wireless hot-spots. OCDE also ensured that all teachers and instructional staff were provided updated technology devices, software, and internet access to support continuity of instruction while teaching remotely. Associated technology investments were also necessary to ensure the network infrastructure (servers and network) were resourced adequately to handle the higher level of demand resulting from remote learning and working. OCDE also purchased learning management software and security solutions to ensure a safe and accessible instructional program for every student to support continuity of academic growth and achievement.

In addition to supporting remote teaching and learning, it was also necessary for OCDE to maintain in-person learning via small groups to meet the unique needs of the students enrolled in our Special Education division. To facilitate this need, OCDE made considerable investments in policies and strategies during COVID-19 to ensure a safe environment for students and staff. This included COVID-19 testing availability for staff, cleaning and disinfecting, providing protective equipment, and numerous other actions in order to enable education.

To expand upon previously established Career Technical Education (CTE) plans, a CTE Coordinator was hired to create and establish CTE programming across the ACCESS programs, this position was mostly funded with CTE Incentive Grant. Additionally, the CTE short term employee accepted a position outside of the LEA. OCDE Special Education Division also hired a CTE instructor to assist in the expansion of CTE opportunities for students with significant disabilities, i.e. agriculture.

Funds not expended in the LCAP were used for these urgent expenses to benefit OCDE students and staff and maintain continuity of services, despite unprecedented changes in the school program.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

OCDE never lost sight of its goal to identify, develop, and renew partnerships, and increase stakeholder and agency linkages to provide services and resources to students that focus on health, counseling, and life skills. In some instances, actions within the goal were able to be implemented prior to the shift to distance learning. For example, Pure Game, a character-building physical education program, was implemented as planned prior to March 2020, and essential personal items were purchased and distributed to homeless students and families before and during the pandemic. In addition, despite the need to transition to distance learning, OCDE school programs were able to pivot and find creative solutions for continuing student activities such as Summer at the Center, which

converted to a virtual platform for student to engage in theater arts with a team of talented professionals located across the country and Canada. This collaborative effort between Segerstrom Center for the Arts and ACCESS provided an opportunity for students to interact with their peers, school staff, and instructors in a meaningful way that enhanced their life experience, skill, and self confidence. Another action involving the Grant Program Support Assistant position was also fully implemented and proved to be a tremendous resource for students, as ACCESS was awarded funds to support students in the areas of academic performance, interpersonal challenges, and extended learning opportunities.

Similarly, OCDE's Special Education Division was able to continue to research and build partnerships for adult transition and community college options to provide students with additional opportunities. The program was also able to successfully transition to a virtual platform and continue offering functional opportunities for adults students when they were unable to access the community due to COVID-19 restrictions.

However, the 2019-20 school year did pose challenges to the implementation of some actions in Goal B.2; in particular, those which involved off-site activities. Field trips, outings, and group events planned for Spring 2020 were not possible when venues and community partners closed for safety reasons, and adult day program options were suspended due to COVID-19 pandemic and temporarily stopped accepting referrals, thereby preventing students from transitioning into an adult day program as anticipated. In-person training opportunities and workshops for staff were also cancelled for the later portion of the school year as organizers worked to covert their staff development offerings to a virtual platform.

Goal B.3

Increase parent and stakeholder engagement as well as collaboration to support student learning.

Goal B.3: Maintain facilities and school sites in good repair utilizing existing monthly Site Safety Reports, Facility Inspect Tool (FIT), and School Accountability Report Card (SARC) data to identify areas of deficiency and to ensure a safe environment conducive to learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                        Priority 3: Parental Involvement (Engagement)
                        Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Monthly Safety Report – Facility Status. **19-20** Maintain **Baseline** 100% completed monthly	Facility 100% monthly Safety Report completed.
Metric/Indicator Facility Inspection Tool (See Appendix F for details). **19-20** Maintain a minimum of 6 of 8 categories marked "Good" at initial inspection; within three months, all categories marked "Good." **Baseline** September 2016: 6 of 8 categories marked "Good." December 2016: 8 of 8 categories marked "Good."	8 of 8 categories marked "Good" at initial inspection; within three months, all categories marked, "Good."

Expected	Actual
Metric/Indicator Survey Results from Parents, Students, Staff regarding Site Safety. **19-20** Increase by 1% from prior year for all groups. **Baseline** Feel Safe at School: Parents: 95.4% Yes Students: 92.0% Yes Staff: 87.8% Yes	Due to unprecedented disruptions in LEA operations and data systems as a result of the COVID-19 pandemic, OCDE was not able to conduct the 2019-20 LCAP surveys as planned; therefore, no 2019-20 survey results are available for comparison.
Metric/Indicator Survey Results from Students and Staff regarding Site Conditions. **19-20** Increase by 1% from prior year for all groups. **Baseline** School Clean / Good Repair: Students: 89.6% Yes Staff: 87.8% Yes	Due to unprecedented disruptions in LEA operations and data systems as a result of the COVID-19 pandemic, OCDE was not able to conduct the 2019-20 LCAP surveys as planned; therefore, no 2019-20 survey results are available for comparison.
Metric/Indicator Percentage of schools with a "good" rating or site safety as indicated on the SARC **19-20** Maintain **Baseline** 100%	100% of schools indicated a "good" rating for site safety on the SARC.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
B.3-1 Complete facility repairs within two weeks of a work order being submitted. Continue the process of completing monthly school safety reports to ensure all school sites are in good repair.	5000-5999: Services And Other Operating Expenditures LCFF $35,000	5000-5999: Services And Other Operating Expenditures LCFF $26,305
B.3-2 In March of each school year, survey teaching staff, non-instructional staff, parents, and students to determine satisfaction index regarding school climate, safety, and the condition of the facility.	Cost Included in A.2-1	
B.3-3 Continue to update the Deferred Maintenance Schedule of site upgrades and inform staff, students, and parents/guardians of upcoming site improvements. Track Deferred Maintenance expenditures and report the dollars spent in the Annual Update Section of the LCAP document.	5000-5999: Services And Other Operating Expenditures Deferred Maintenance Fund $83,000 6000-6999: Capital Outlay Deferred Maintenance Fund $137,000	5000-5999: Services And Other Operating Expenditures Deferred Maintenance Fund $0 6000-6999: Capital Outlay Deferred Maintenance Fund $22,858
B.3-4 Continue to enhance school site safety, as needed, by purchasing and installing safety equipment as recommended. Hire three School Safety Personnel. The ACCESS Safety Committee will continue to meet on a monthly basis to discuss key safety issues impacting a positive school climate, and provide training opportunities as needed.	4000-4999: Books And Supplies LCFF $65,000 5000-5999: Services And Other Operating Expenditures LCFF $367,115	4000-4999: Books And Supplies LCFF $9,578 5000-5999: Services And Other Operating Expenditures LCFF $482 4000-4999: Books And Supplies Federal Funds $9,065

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

In order to effectively transition to a dynamic virtual instructional platform and mitigate learning loss, significant and immediate technology investments were necessary in order to provide each student with a computer, access to instructional software, and internet access through wireless hot-spots. OCDE also ensured that all teachers and instructional staff were provided updated technology devices, software, and internet access to support continuity of instruction while teaching remotely. Associated technology investments were also necessary to ensure the network infrastructure (servers and network) were resourced adequately to handle the higher level of demand resulting from remote learning and working. OCDE also purchased learning management software and security solutions to ensure a safe and accessible instructional program for every student to support continuity of academic growth and achievement.

In addition to supporting remote teaching and learning, it was also necessary for OCDE to maintain in-person learning via small groups to meet the unique needs of the students enrolled in our Special Education division. In ACCESS accommodations for in-person assessment also had to be set up at specific sites. To facilitate this need, OCDE made considerable investments in policies and strategies during COVID-19 to ensure a safe environment for students and staff. This included Covid-19 testing availability for staff, cleaning and disinfecting, providing protective equipment, and numerous other actions in order to enable education.

Funds not expended in the LCAP were used for these urgent expenses to benefit OCDE students and staff and maintain continuity of services, despite unprecedented changes in the school program.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Teaching staff, administration and support staff come together in an unpresented manner to ensure students were provide the technology, and supports necessary to continue to learn in a distance learning mode. Students were able to pick up a device as well as a hot spot to facilitate their participation in the online/distance learning platform that was established. Site facilities were inspected, cleaned and made available for students (and staff) who needed to pick up supplies as well as to drop off work. Teachers as well as students participated in training sessions to utilize various on line learning platforms. Curriculum was provided online as well as in hard copy formats for students who chose to do pencil/paper. Zoom or Google classroom was utilized for instruction, but additional virtual tutoring sessions were set up where students could go to get individual or small group help with assignments. Students with disabilities continued to receive instruction from special education staff, as well as general education staff in person and on line. Speech & Language Therapy continued using a telehealth model, as well as individual counseling for general education students as well as students with Individualized Education Plans (IEPs).

Challenges were met with a solution-focused team approach. Teachers and support staff reached out to parents and students utilizing multiple methods to communicate schedules, supports and resources available to families dealing with Covid-19 related needs.

School Messenger, texting, e-mailing, phone calls and home visits were utilized to keep parents and students engaged and successful.

Goal B.4

Increase parent and stakeholder engagement as well as collaboration to support student learning.

Goal B.4: Collaborate with all school districts to coordinate a countywide Expulsion Plan to serve expelled youth.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)
                      Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Status of tri-annual Expulsion Plan. **19-20** Continue collaboration and planning for tri-annual plan due June 2021. **Baseline** Approved plan submitted June 2015.	ACCESS participated in the development of the tri-annual County Wide Expulsion Plan. It was adopted in 2021 by our partner districts.
Metric/Indicator Number of mandatory expelled students referred to ACCESS. **19-20** Continue to track number of expelled students referred. **Baseline** 2015-16: 236 expelled students referred.	ACCESS was referred 252 mandatory expelled students.
Metric/Indicator Percentage of expelled students returned to district. **19-20** Increase by 1% from previous year.	23% of expelled students returned to the district.

Expected	Actual
Baseline 2015-16: 50% return rate.	An error was found in the baseline data from 2015-16. In that year ACCESS returned 20% of our students back to referring districts, not the 50% reported in the LCAP.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
B.4-1 Collaborate with the CWA Directors regarding expelled youth to discuss best practices, provide ongoing technical assistance, meet the Education Code requirements for expelled youth, and discuss how to support student mental health needs.	No Cost (Part of Staff Duties)	
B.4-2 At a quarterly CWA meeting, address the utilization of student referral and transition forms. Utilize all Area staff development meetings to have ACCESS staff become more familiar with these forms. To increase the ease of use, these forms will become .pdf-fillable.	No Cost (Included in Staff Duties)	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There was no cost for these actions, as they are part of existing staff duties.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the pandemic, ACCESS developed a plan to continue to provide in-person and distance learning in a virtual platform. ACCESS also used multiple ways to communicate with parents and students including email, updated website information, texts/messaging, and phone calls. We sent out surveys to determine the level of engagement of students and families and we utilized a tiered plan to

address needs and increase student engagement. Home visits were made to meet with parents of students with increased absences to see what supports they might need and to encourage them to re-engage in school.

ACCESS participated in the development of the tri-annual County Wide Expulsion Plan. The Plan was adopted in 2021 by our partner districts. ACCESS also reduced its suspension rate from the previous year, and kept our attendance rate level for 2019-20 despite the pandemic and challenges faces by students and their families. Additionally, ACCESS increased the return rate of students expelled from their home districts to 23%.

Goal B.5

Increase parent and stakeholder engagement as well as collaboration to support student learning.

Goal B.5: Systemize the coordination and facilitation of services for foster youth with schools, districts, and agencies to ensure appropriate academic and student support services by utilizing cross-system collaboration among stakeholders and a countywide integrated database.

State and/or Local Priorities addressed by this goal:

State Priorities: 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)
                      Priority 10: Foster Youth – COEs Only (Conditions of Learning)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator County Foster Youth Cohort Graduation Rate (DataQuest) **19-20** Increase cohort graduation rate by 5%. **Baseline** 2014-15, 59.1% of foster youth graduated in the cohort.	OC Foster Youth 4-year adjusted cohort graduation rates: 2018-19: 60.1% (212 out of 353 Orange County Foster Youth) 2019-20: 63.1% (239 out of 379 Orange County Foster Youth) We did not meet the goal of increasing by 5%, but we did increase the grad rates by about 3% for Orange County foster youth.
Metric/Indicator Increase School Stability for Foster Youth (Local Data from CWS/CMS) **19-20** Maintain or improve this average and/or utilize CDE data points when they become available.	The metric goal was met. The average number of school changes per foster youth student under the jurisdiction of the Orange County Juvenile Court in 2019-20 was 1.1, an improvement from the 1.2 average school changes during the 2016-17 school year.

Expected	Actual
Baseline 1.2 average school changes per foster youth student during the 2016-17 school year for youth under the jurisdiction of the Orange County Juvenile Court.	
Metric/Indicator Increase communication with school districts to improve coordination of services and build capacity to serve foster youth. **19-20** Maintain and incorporate a survey to measure increased communication and coordination of services. Continue to hold four meetings for foster youth district liaisons. **Baseline** In 2016-17, five meetings for foster youth district liaisons were held on September 16 and November 18, 2016, and January 20, March 3, and May 19, 2017.	This metric goal was partially met. A Needs Assessment has been administered to the Orange County LEA Foster Youth Liaisons annually since 2018-19. From the survey results in 2019-20, Orange County school districts and charter schools reported receiving notifications for Child Welfare Agency meetings and placement changes, and also reported they participate in the Child Welfare meetings between "sometimes" and "often". The goal is to continue increasing these occurrences to "often" in the coming year. The school districts and charter schools also reported that they continue to be interested in learning more about the Child Welfare Process, Trauma-Informed Practices, Foster Youth Laws and Rights, and Benefits for College and Career Assistance for Foster Youth. Future meetings with the foster youth liaisons will be tailored to provide more information on these interest areas. In 2019-20, four meetings for foster youth district liaisons were scheduled for the year: September 6, 2019 and January 10, March 20, and May 15, 2020; however, the March 20, 2020 meeting was cancelled due to the transition to remote working in accordance with the stay-at-home order put into place as a result of the pandemic. Therefore, 3 meetings were held for foster youth district liaisons in 2019-20.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
B.5-1	No Cost (Included in Staff Duties) Certificated Salaries: 1000-1999	No Cost (Included in Staff Duties) Certificated Salaries: 1000-1999

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Complete one Education Progress Report (EPR) or Education Summary Report (ESR) for 85% of Orange County dependents and delinquent foster youth in out-of-home care attending Orange County schools. This EPR/ESR is shared with county case carrying social worker/probation officer to be included in reports to the court.	Employee Benefits: 3000-3999 Foster Youth Services Coordinating Program Grant	Employee Benefits: 3000-3999 Foster Youth Services Coordinating Program Grant
B.5-2 Full implementation of the OCIFYED database throughout Orange County schools to increase coordination of services for foster youth and begin to test the tracking of data/outcomes to be used for program planning by the school districts in order to improve academic outcomes for foster youth.	LCFF funds used in 2015-16 No Cost (Cost was in the 2015-16 LCAP) 5000-5999: Services And Other Operating Expenditures	LCFF funds used in 2015-16 No Cost (Cost was in the 2015-16 LCAP) 5000-5999: Services And Other Operating Expenditures
B.5-3 Continue to maintain funding for Foster Youth Educational Liaison. Increase funding for the Foster Youth Services Manager's salary from 20% to 100%. These positions support foster youth and Student Services to systematically monitor foster youth and other vulnerable populations, so they will improve their academic outcomes.	1000-1999: Certificated Personnel Salaries LCFF $156,433 2000-2999: Classified Personnel Salaries LCFF $74,068 3000-3999: Employee Benefits LCFF $78,394	1000-1999: Certificated Personnel Salaries LCFF $140,549 2000-2999: Classified Personnel Salaries LCFF $74,304 3000-3999: Employee Benefits LCFF $74,921
B.5-4 Continue to respond to Juvenile Court requests in a timely manner and support the coordination of communication and educational services for foster youth between the court, schools, and child welfare or probation.	No Cost (Included in Staff Duties) Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999 LCFF	No Cost (Included in Staff Duties) Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999 LCFF
B.5-5 Provide Trauma Informed Educator training to selected ACCESS staff. Staff will continue to be trained to implement practices to support the social-emotional needs of foster youth throughout the ACCESS Program.	No Cost (Included in Staff Duties) Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999 LCFF	No Cost (Included in Staff Duties) Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999 LCFF
B.5-6	4000-4999: Books And Supplies LCFF $5,000	4000-4999: Books And Supplies LCFF $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue funding to support the Every Student Succeeds Act transportation requirement for foster youth in order to maintain appropriate school placement.	5000-5999: Services And Other Operating Expenditures LCFF $5,000	5000-5999: Services And Other Operating Expenditures LCFF $0

B.5-7
Collaborate with ACCESS staff to utilize Education Summary Reports generated by the integrated database to ensure foster youth are provided access to rigorous curriculum and meaningful opportunities to become college and career ready, and assist students to transition to post-secondary education/career training programs for students who have been enrolled in the program for 30 days or more, with a 75% completion rate. The Action Plan part of the summary report will be developed with the foster youth's team.
	No Cost (Included in Staff Duties)
	Certificated Salaries: 1000-1999
	Employee Benefits: 3000-3999
	  LCFF
		No Cost (Included in Staff Duties)
		Certificated Salaries: 1000-1999
		Employee Benefits: 3000-3999
		  LCFF

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

To facilitate the need for distance learning, OCDE made considerable investments in policies and strategies during COVID-19 to ensure a safe environment for students and staff. This included COVID-19 testing availability for staff, cleaning and disinfecting, providing protective equipment, and numerous other actions in order to enable education.

Funds not expended in the LCAP were used for these urgent expenses to benefit OCDE students and staff and maintain continuity of services, despite unprecedented changes in the school program.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Maintaining school stability and school engagement were a priority for the Countywide Foster Youth Services Coordinating Program (FYSCP) Team. FYSCP continued to maintain communication between Social Services, Probation, school districts, foster youth, and caregivers, and provided trainings and resources to these partners through the transition to distance learning. FYSCP coordinated with schools on getting technological devices and school supplies to youth in placement and facilitated team meetings with Probation, Social Services, school district personnel, placement personnel, and other community partners to address issues around mental

health and school engagement. FYSCP continued to respond to questions and requests from the Juvenile Court, and the FYSCP Program Specialist participated as the educational liaison in the collaborative courts programs and shared relative information with school teams. FYSCP continued to provide educational progress reports for Orange County foster youth in out-of-home placements to Social Services and Probation to share with the court.

Goal C.1

Increase student competencies that prepare them for success in college, career, and life.

Goal C.1: Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development, while maintaining appropriately assigned teachers and sufficient standards-aligned instructional materials.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP Participation Rate (Statewide assessment data is not a reliable indicator based on the high mobility rate and lack of motivation of our students. AP exams and EAP tests are not provided.) **19-20** Community Schools: 78% Juvenile Court Schools: 75% OCCS CHEP/PCHS: 60%	Due to COVID-19 and move to emergency remote instruction, the CAASPP was not administered in the 2019-20 school year.

Expected	Actual
Baseline Community Schools: 33.5% Juvenile Court Schools: 57.5% OCCS CHEP/PCHS: 53%	
Metric/Indicator CELDT Data / English Language Proficiency Assessments for California (ELPAC). **19-20** Due to the State re-configuring scoring criteria, a baseline cannot be established until 2020-2021 ELPAC administration and the 2021 Dashboard is available. **Baseline** 62% of EL students advanced one level on CELDT.	Due to COVID-19 and move to emergency remote instruction, the ELPAC was not administered in the 2019-20 school year.
Metric/Indicator Reclassification Rate for EL Students. **19-20** Increase by 10 reclassified students from the new baseline of 5 students. **Baseline** 6.1% (based upon CELDT scores).	11 EL Students were reclassified in 2019/-20.
Metric/Indicator Graduation Rate for Students with 160 credits by June 2017. **19-20** Increase by .25% from prior year. **Baseline** 84.76% (2015-16)	The CDE reported our LEA's 2020 graduation rate as 76%. This reflects the alternative school modified graduation rate formula which is based upon upon a 1-year 12th grade cohort of students who are enrolled a minimum of 90 consecutive days, or 30 consecutive days if a foster youth, homeless or a grade 11 early graduate. The students who count as graduated include those who earn a standard diploma or High School Equivalency certificate (HiSET, GED, and TASC), are early 11th grade graduates, those who pass the California High School Proficiency Exam (CHSPE) or, if eligible per their IEP, those who earn a Special Education Certificate of Completion.

Expected	Actual
Metric/Indicator HQT Status of Teachers **19-20** While monitoring the HQT status of teachers is no longer a requirement, our Human Resources Department continues to ensure that teachers are appropriately assigned, and we have zero teacher misassignments. **Baseline** 95%	The OCDE Human Resources has ensured that 100% of teachers are appropriated credentialed and assigned, thus we have zero teacher misassignments.
Metric/Indicator All students have access to the required subjects for graduation and a broad course of study, including CTE, ROP, and various electives that are career and interest specific. **19-20** Maintain **Baseline** 100%	All students have maintained at 100% access to the required subjects for graduation and a broad course of study, including CTE and various electives that are career and interest specific.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
C.1-1 Continue to provide refresher trainings for instructional staff regarding the newly adopted curriculum to support the improved implementation of California State Standards and 21st Century skills. Provide professional growth opportunities for staff to attend conferences and trainings to further support students in the acquisition of 21st Century skills. Support teachers in the effective implementation of Professional Learning Communities (PLC) through trainings, workshops, and on-site PLC development.	5000-5999: Services And Other Operating Expenditures LCFF $20,000	5000-5999: Services And Other Operating Expenditures LCFF $6,362

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
C.1-2 Human Resources will monitor teacher assignments to ensure all teachers are appropriately placed.	No Cost (Included in duties provided by Human Resources) NA NA	No Cost (Included in duties provided by Human Resources)
C.1-3 Continue to develop, communicate, and schedule staff workshops, meetings, and events that focus on student projects, real-world applications, and student demonstration of learning in the curricular areas of Social Science, English Language Arts (ELA), ELD, Math, and Science for ACCESS. Provide techniques and strategies to more effectively use technology in the classroom. Provide funding for supplies and refreshments when appropriate.	4000-4999: Books And Supplies LCFF $1,000 5000-5999: Services And Other Operating Expenditures LCFF $4,000	5000-5999: Services And Other Operating Expenditures LCFF $233
C.1-4 Continue offering generalized tutoring for identified students. Continue funding the two specialized Academic Support Assistants. Hire 9 additional specialized Academic Support Assistants to focus on mathematics.	(Costs included in Goal C.3-3) $50,000 2000-2999: Classified Personnel Salaries LCFF (Costs included in Goal C.3-3) $9,235 3000-3999: Employee Benefits LCFF (Costs included in Goal C.3-3) $125,000 2000-2999: Classified Personnel Salaries Title I (Costs included in Goal C.3-3) $14,030 3000-3999: Employee Benefits Title I (Costs included in Goal C.3-3) $110,000 2000-2999: Classified Personnel Salaries Low Performing Student Block Grant (Costs included in Goal C.3-3) $26,268 3000-3999: Employee	(Costs included in Goal C.3-3) 2000-2999: Classified Personnel Salaries LCFF (Costs included in Goal C.3-3) 3000-3999: Employee Benefits LCFF (Costs included in Goal C.3-3) 1000-1999: Certificated Personnel Salaries Title I (Costs included in Goal C.3-3) 3000-3999: Employee Benefits Title I (Costs included in Goal C.3-3) 2000-2999: Classified Personnel Salaries Low Performing Student Block Grant (Costs included in Goal C.3-3) 3000-3999: Employee Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Benefits Low Performing Student Block Grant	Low Performing Student Block Grant
C.1-5 Continue funding Title III ASA model to support language acquisition of ELs in the Community and Juvenile Court Schools. Continue to provide funding for staff to write designated ELD curriculum for Long-Term ELs every two months, and provide demonstrations and training on the curriculum as needed. The funding for staff includes 90% of the Manager of EL Services, and 90% of the Program Specialist of EL Services.	(Costs included in Goal C.3-3) $209,034 1000-1999: Certificated Personnel Salaries LCFF (Costs included in Goal C.3-3) $82,947 3000-3999: Employee Benefits LCFF (Costs included in Goal C.3-3) $23,226 1000-1999: Certificated Personnel Salaries Title III (Salary/Benefits for 15 ASAs included in C.3-3.) $9,216 3000-3999: Employee Benefits Title III	(Costs included in Goal C.3-3) 1000-1999: Certificated Personnel Salaries LCFF (Costs included in Goal C.3-3) 3000-3999: Employee Benefits LCFF (Costs included in Goal C.3-3) 1000-1999: Certificated Personnel Salaries Title III (Salary/Benefits for 15 ASAs included in C.3-3.) 3000-3999: Employee Benefits Title III
C.1-6 Continue to revise course agreements to identify resources for increased rigor of assignments that reflect California State Standards. The revised course agreements will provide greater clarity by specifying content area to be covered in the course, as well as identifying the amount of student work required to earn semester credit.	No Cost (Included in Staff Salaries) NA NA	No Cost (Included in Staff Salaries)
C.1-7 The observation tool will be updated to include an electronic form to provide greater ease of use and allow for immediate communication to teachers via email. Administrators will continue to assess the fidelity of teachers implementing California State Standards, implementation of adopted curriculum and the effective use of instructional technology in their lessons. Based on data collected from the observation tool, continue to share best practices among staff, provide peer-to-peer coaching opportunities, and provide additional curriculum implementation training.	No Cost (Included in Administrator Salaries and Duties)	No Cost (Included in Administrator Salaries and Duties)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
C.1-8 Continue to purchase the software license for EADMS. Provide refresher training to certificated and classified staff on the use of this data management system to monitor ELs and R-FEP students. Expand the usage of EADMS.	5000-5999: Services And Other Operating Expenditures LCFF $12,565	5000-5999: Services And Other Operating Expenditures LCFF $10,982
C.1-9 Provide ongoing training and purchase of instructional materials for ELA, ELD, Social Science, Science, and Math to ensure effective implementation and usage of resources and materials across ACCESS. Purchase and implement the NGSS Science materials for the 2019-20 school year. Fund stipends for Core Curriculum Leads to support and train teachers in the effective implementation of core curriculum.	4000-4999: Books And Supplies Lottery $25,000 1000-1999: Certificated Personnel Salaries Title II $45,000 (Cost Center 1823) 4000-4999: Books And Supplies Other State Funds $375,000	4000-4999: Books And Supplies Lottery $0 1000-1999: Certificated Personnel Salaries Title II $30,600 4000-4999: Books And Supplies Other State Funds $0
C.1-10 This action/service is deleted, as the Ed.Tech. Resource website is part of action/service A.2-4, and the academic focus will be TOSA-created web pages.	No Cost	No Cost
C.1-11 Continue funding for MakerSpace lab materials and establish MakerSpace labs at designated school sites.	4000-4999: Books And Supplies LCFF $40,000	4000-4999: Books And Supplies LCFF $1,670 5000-5999: Services And Other Operating Expenditures LCFF $72
C.1-12 Continue partnership with UCI to provide professional development, integrated lesson plans, and student writing assignments to support ELA initiatives. Research workshop opportunities and provide funding for staff to participate in the UCI Writing Project. The EL Services Team will continue to partner with OCDE's Division of Educational Services to provide focused training on EL strategies.	5000-5999: Services And Other Operating Expenditures LCFF $30,000	5000-5999: Services And Other Operating Expenditures LCFF $2,328 5000-5999: Services And Other Operating Expenditures Other State Funds $18,500
C.1-13	No Cost (Included in Staff Duties)	No Cost (Included in Staff Duties)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to create, revise, post, and implement designated ELD using MELD and other appropriate resources. Implement integrated ELD using Constructing Meaning lesson-planning principles, materials, and use of data to better support ELs and Long-Term EL students. Conduct Title III classroom visits two times each year with administrators, directors, ELD Leads, and OCDE staff to monitor and evaluate the effective implementation and practices of ELD materials. The EL Services Team will continue to review and update the EL Services website.		
C.1-14 Continue to provide staff development and collaborative dialogue with staff in all Areas on the implementation of designated and integrated ELD. The EL Manager and Program Specialist will meet with principals to design a staff development plan that addresses the needs of ELs in their respective AU.	No Cost (Included in Staff Duties) Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999	No Cost (Included in Staff Duties) Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999
C.1-15 Continue funding iReady, an online assessment program, to assess students upon entry and to monitor academic progress over time. Provide refresher trainings as needed. To enhance the literacy support for students, licenses for Max Scholar and Lexia Core 5 will be purchased.	I-Ready 4000-4999: Books And Supplies LCFF $64,596 Max Scholar 4000-4999: Books And Supplies LCFF $4,000 Lexia Core 5 4000-4999: Books And Supplies LCFF $3,200	I-Ready 4000-4999: Books And Supplies LCFF $65,944 Max Scholar 4000-4999: Books And Supplies LCFF $4,000 Lexia Core 5 4000-4999: Books And Supplies LCFF $0
C.1-16 Continue funding one reading specialist and one paraeducator to support students to increase their reading and literacy skills.	1000-1999: Certificated Personnel Salaries LCFF $108,696 3000-3999: Employee Benefits LCFF $45,018 (cost included in C3-3) $37,642 2000-2999: Classified Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries LCFF $111,978 3000-3999: Employee Benefits LCFF $45,727 cost included in C3-3 2000-2999: Classified Personnel Salaries LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	(cost included in C3-3) $32,028 3000-3999: Employee Benefits LCFF	cost included in C3-3 3000-3999: Employee Benefits LCFF
C.1-17 The Title III Program will contract with a trainer to provide professional development to administrators and ELD Leads in the area of EL Shadowing in an effort to improve the reclassification rate and ELPAC scores.	5000-5999: Services And Other Operating Expenditures Title III $2,000	5000-5999: Services And Other Operating Expenditures LCFF $700

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the unprecedented disruption as the result of the COVID-19 pandemic, we developed virtual models to deliver professional development and support to all staff related to their areas of responsibility. This included but was not limited to curriculum implementation, locally adopted diagnostic assessment, enhanced ELD instructional support, and workshops to enhance instructional practice and strengthen subject matter competencies in a remote learning environment.

In order to move toward a virtual professional development environment for all staff, significant technology investments were necessary. OCDE Schools ensured that all certificated and classified staff were provided technology, software, and internet access in order to continue to provide remote training.

Additional technology investments were necessary to ensure that the network infrastructure (servers and network) were resourced adequately to handle the higher level of demand resulting from remote instruction, as well as investments in learning management software, virtual communications platforms, and security solutions to provide a safe and functional environment for staff.

OCDE Schools invested considerably in policies, procedures, and strategies during COVID-19 to ensure a safe environment for students and staff, including testing, cleaning/disinfecting, providing protective equipment, and numerous other actions in order to support a high quality educational program.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We were able to offer frequent and ongoing trainings and support in small and large groups as well as one-on-one virtual meetings. The virtual delivery model allowed the opportunity for more staff to participate in trainings and additionally attend flexible virtual office hours designed to support professional growth and development.

The pivot to remote teaching presented initial challenges related to the delivery of instruction. However, it also provided an opportunity to explore and expand instructional skills and best practices for utilizing technology to support student learning and achievement. The staff benefited from professional development to build their instructional skills in teaching and engaging students remotely. The instructional support staff was successful in creating a robust library of resources, including "how-to" videos, which were accessible to all teachers, parents, and students ensuring continuity of instruction to support academic achievement for all students in a remote learning environment.

Goal C.2

Students will increase competencies that prepare them for success in college, career, and life.

Goal C.2: Students with special needs will increase competencies that prepare them for success in college, career, and life, evidenced by meeting IEP goals and successfully transitioning into adult programs. Through specialized professional development for certificated and classified staff, trainings are focused on behavioral management, goals, and supports to assist students to become independent and life-ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                        Priority 2: State Standards (Conditions of Learning)
                        Priority 4: Pupil Achievement (Pupil Outcomes)
                        Priority 5: Pupil Engagement (Engagement)
                        Priority 6: School Climate (Engagement)
                        Priority 7: Course Access (Conditions of Learning)
                        Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of D/HH students transitioning to college, career, or adult transition. **19-20** Maintain **Baseline** 95%	In the 2019-20 school year, 20 D/HH students transitioned to college, career or an ATP program.
Metric/Indicator Number of staff developments and trainings provided to staff targeting Division of Special Education Services initiatives of California state standards, ELD standards, behavioral management, and assessments.	28 trainings were provided to staff focused on initiatives of California state standards, ELD standards, behavioral management and assessment.

Expected	Actual
19-20 Maintain **Baseline** 27 trainings offered during 2016-17.	
Metric/Indicator The percentage of teachers who are effectively implementing California State Standards instructions through the use of ULS. **19-20** Maintain **Baseline** This is a new metric added for 2018-19. The baseline percentage is the usage rate for 2017-18 was 100% utilization.	100% of teachers effectively implementing Californian State Standards instructions through the use of ULS.
Metric/Indicator The percentage of overall behavioral annual goals met in the student's IEP. **19-20** This metric will be changed from behavioral goals to social-emotional goals, as this is a better indicator of student progress. New metric is indicated below and this metric will not continue. **Baseline** 79% of behavioral goals met.	Due to unprecedented disruptions in LEA operations and data systems as a result of the COVID-19 pandemic, OCDE was not able to collect data in this specific area.
Metric/Indicator The percentage of overall social-emotional goals met in the student's IEP. **19-20** The baseline of 82% of social-emotional goals met at substantial progress level or higher was established in 2018-19. Increase the percentage by 1% annually.	Due to unprecedented disruptions in LEA operations and data systems as a result of the COVID-19 pandemic, OCDE was not able to collect data in this specific area.

Expected	Actual
Metric/Indicator Percentage of overall IEP goals met at substantial progress or better. **19-20** New metric is indicated below and this metric will not continue. **Baseline** 80%	Due to unprecedented disruptions in LEA operations and data systems as a result of the COVID-19 pandemic, OCDE was not able to collect data in this specific area.
Metric/Indicator Percentage of overall IEP goals met for ELA and Math. **19-20** Baseline to be established. **Baseline** Establish baseline in 2019-20.	Due to unprecedented disruptions in LEA operations and data systems as a result of the COVID-19 pandemic, OCDE was not able to collect data in this specific area.
Metric/Indicator Number of students with the most significant disabilities placed in adult programs at age 22. **19-20** A new baseline of 12 students (68%) was established in 2018-19. Maintain a placement rate of 68% or higher for students with the most significant disabilities placed into adult programs at age 22. **Baseline** Establish baseline in 2017-18.	Six students were placed in adult programs at age 22 prior to the school closures in March, 2020. In March of 2020, referrals to adult services were stopped due to COVID-19. For the 2019-20 school year, due to COVID-19, only 32% of our students were accepted into day programs and post-secondary placement.
Metric/Indicator Percentage of eligible students (Grades 9-12) receiving Certificates of Participation for completing 50 hours of Career Technical Education experience lessons. **19-20**	Due to unprecedented disruptions in LEA operations and data systems as a result of the COVID-19 pandemic, OCDE was not able to collect data in this specific area.

Expected	Actual
Baseline to be established. **Baseline** Establish baseline in 2019-20.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
C.2-1 Continue annual staff development training for newly hired certificated and classified staff in strategies for special education/EL students.	No cost (included in staff Duties) Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999 Special Education	No cost (included in staff Duties) 1000-1999: Certificated Personnel Salaries Special Education
C.2-2 Continue to provide annual professional development for certificated and selected classified staff on California State Standards and California ELD standards implementation for students with the most significant disabilities.	No Cost (Included in Staff Salaries) Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999 Special Education	No Cost (Included in Staff Salaries) 1000-1999: Certificated Personnel Salaries Special Education
C.2-3 Continue to provide specialized training for Special Education Division certificated and selected classified staff to increase effective utilization of SANDI/FAST, ST Math, and SEACO Access Guide. Additional trainings will include ideas for hands-on activities to better engage students with disabilities in their learning.	No Cost (Cost included in Goal A.2-7) Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999 Special Education	No Cost (Cost included in Goal A.2-7) Special Education
C.2-4 Continue to provide in-service training for BASIC for all new teachers and paraeducators as well as staff recommended for retraining by site administrators.	$10,851 ($10,051 included in C.3-1 and C.3-3) $5,418: Certificated Salaries, 1000-1999 $3,375: Classified Salaries, 2000-2999 $1,258: Employee Benefits, 3000-3999 5000-5999: Services And Other	5000-5999: Services And Other Operating Expenditures Special Education $81

	Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Operating Expenditures Special Education $800	
C.2-5 Research and explore a science curriculum geared toward students with the most significant disabilities aligned to NGSS.		No Cost (Included in Staff Duties and A.2-7).	No Cost (Included in Staff Duties and A.2-7)
C.2-6 Implement Career Technical Education curriculum modules and experiential lab materials to support Career Pathways for students with the most significant disabilities.		No cost due to expenditures made during 2018-19	No cost due to expenditures made during 2018-19

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions were implemented as described.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All actions were implemented as described prior to March, 2020.

OCDE Special Education was able to pivot to a virtual training model for all staff for the remainder of the 2019-20 school year, which reduced costs. CTE modules were also provided to students virtually by the CTE instructor. All staff and students were provided with a computer, access to instructional software, and internet access through wireless hot-spots. OCDE also ensured that all teachers and instructional staff were provided updated technology devices, software, and internet access to support continuity of instruction while teaching remotely. Associated technology investments were also necessary to ensure the network infrastructure (servers and network) were resourced adequately to handle the higher level of demand resulting from remote learning and working. OCDE also purchased learning management software and security solutions to ensure a safe and accessible instructional program for every student to support continuity of academic growth and achievement.

One of the challenges was to train students and staff on the usage of the new educational software and learning management system. The instructional support staff was successful in creating a robust library of resources, including "how-to" videos, which were

accessible to all teachers, parents, and students ensuring continuity of instruction to support academic achievement for all students in a remote learning environment.

At the onset of the COVID-19 pandemic, the challenge of deploying devices and wireless hot-spots to staff and some students in a safe and timely manner was a challenge. OCDE Schools addressed this issue by working closely with each individual staff and students to schedule a specific time and place to pick up devices and wireless hot-spots.

Goal C.3

Students will increase competencies that prepare them for success in college, career, and life.

Goal C.3: Retain highly-qualified staff in the following classifications: certificated staff, certificated support staff, and classroom and individual support staff to provide effective and targeted instruction, provide student support services within special schools and alternative settings, as well as assist students with academic achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                       Priority 2: State Standards (Conditions of Learning)
                       Priority 4: Pupil Achievement (Pupil Outcomes)
                       Priority 5: Pupil Engagement (Engagement)
                       Priority 6: School Climate (Engagement)
                       Priority 7: Course Access (Conditions of Learning)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of appropriately assigned staff. **19-20** Maintain **Baseline** 100%	The program did not have any out-of-field teacher assigned, as all teachers are effective educators who meet the California credential requirements applicable to their school program, as outlined in California Education Code section 44865 and the English Learner Authorization guidelines.
Metric/Indicator HQT Status of Teachers. **19-20** Metric will be updated pending new requirement. **Baseline** 95%	Under the ESSA, the NCLB highly qualified teacher requirements were eliminated and replaced with applicable State certification and licensure requirements. All OCDE teachers meet the California state certification requirements.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
C.3-1 Continue to provide instruction to students that is targeted and differentiated in WASC-accredited schools and ensure ongoing professional development is provided to support student achievement.	(All certificated salaries are included in this total amount and have been noted in the applicable action/service.) 1000-1999: Certificated Personnel Salaries All Sources $30,843,055 3000-3999: Employee Benefits All Sources $10,852,681	1000-1999: Certificated Personnel Salaries All Sources $29,635,714 3000-3999: Employee Benefits All Sources $10,427,856
C.3-2 Continue to ensure high-quality academic and clinical support services for all students.	(All academic and clinical support salaries are included in this total amount and have been noted in the applicable action/service.) 1000-1999: Certificated Personnel Salaries All Sources $2,934,335 3000-3999: Employee Benefits All Sources $1,250,433	1000-1999: Certificated Personnel Salaries All Sources $3,076,875 3000-3999: Employee Benefits All Sources $1,286,531
C.3-3 Continue to provide classroom and individual instructional support to assist students to achieve academic success.	(All classroom and instructional support salaries are included in this total amount and have been noted in the applicable action/service.) 2000-2999: Classified Personnel Salaries LCFF $13,522,483 3000-3999: Employee Benefits LCFF $7,426,017	2000-2999: Classified Personnel Salaries LCFF $12,264,518 3000-3999: Employee Benefits LCFF $6,735,192

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions were implemented as described.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In spite of the switch from in-person to distance learning, ACCESS continued to use i-Ready to assess students levels in Math and Reading when they enter our program and use the data to lay out a learning plan that progressively increased their levels. The students are assessed 90 days later to monitor their progress in Reading and Math. ACCESS provides learning opportunities that allow students the flexibility to learn using our online learning platform called GradPoint. Students have the option of learning in a Day School or Independent Study setting that is appropriately provided based on the students need for support. Highly-qualified teachers are given professional development to increase their knowledge in differentiating instruction for English learners, Foster Youth and Low-income students. Professional development include Guided Language Acquisition Design (GLAD) Project, Mental Health training (trauma-informed educator). Clinicians supported students regularly and incorporated Restorative Practice and Circles in the virtual classrooms on a regular basis. Teachers and students are supported by paraprofessionals, Title I Tutors, Academic Support Assistants, Transition Specialists, Program Specialists, Academic Counselor to determine their academic needs and provide supplemental support to be successful virtually.

Due to unforeseen circumstances related to the COVID-19 pandemic, teachers and students experienced challenges to achieving the goal of engaging students through remote learning and instruction. Truancies, lack of motivation and a students/families personal challenges contributed to a students lack of academic progress.

Goal C.4

Students will increase competencies that prepare them for success in college, career, and life.

Goal C.4: Expand Multi-Tiered Systems of Support that address social-emotional needs, behavior interventions, and student support services to respond to the critical needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)
                     Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
                     Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Student Suspension Rate (Expulsion rates are not included as students are not expelled from our program.) **19-20** Maintain suspension rate at below 4%. **Baseline** 0.7%	Suspension Rates for 2019-20 were at 5.78%.
Metric/Indicator Community School Attendance Rate **19-20** Increase by 2% from the prior year. **Baseline** 73%	Final outcome for Community School Attendance Rate for 2019-20 full school year was 71%.

Expected	Actual
Metric/Indicator Number of staff trained in Restorative Practices. **19-20** New staff will receive training. **Baseline** 80 staff trained in January 2017.	During the 2019-20 year, our goal was to train 92 ACCESS employees in Restorative Practices. Throughout 4 training sessions from October to December of 2019, we were able to train 50 employees. We were scheduled to hold another series of training sessions in the Spring of 2020 but due to COVID-19 we were not able to hold this event. Additionally, 10 ACCESS employees apart of the Restorative Practices Committee were trained in Team Building for Circle Readiness through the California Conference for Equality & Justice. In total, we had 60 ACCESS employees receive Restorative Practices Training during 2019-20.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
C.4-1 Continue implementing the best practices for truancy reduction communicated to staff as a result of last year's strategic planning. Continue to monitor the staff usage of the steps outlined in the plan. Recruit and hire three program specialists to provide attendance intervention in the areas of truancy and chronic absenteeism.	1000-1999: Certificated Personnel Salaries LCFF $447,572 3000-3999: Employee Benefits LCFF $104,425	1000-1999: Certificated Personnel Salaries LCFF $219,897 3000-3999: Employee Benefits LCFF $71,891
C.4-2 Continue to offer low-income pupils basic school supplies as needed to complete assignments at home.	4000-4999: Books And Supplies LCFF $10,000	4000-4999: Books And Supplies LCFF $11,756
C.4-3 Maintain four ACCESS community school clinicians and maintain current intern/clinician ratio.	2000-2999: Classified Personnel Salaries LCFF $343,507 3000-3999: Employee Benefits LCFF $169,787	2000-2999: Classified Personnel Salaries LCFF $384,211 3000-3999: Employee Benefits LCFF $219,909
C.4-4	(Cost of four counselors included in C.3-2; one additional counselor not included in C.3-2.) $414,141	(Cost of four counselors included in C.3-2; one additional counselor not included in C.3-2.)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue funding for four School Counselors and provide funding for one additional School Counselor. Counselors will support students for graduation and as they prepare for post-secondary pathways.	1000-1999: Certificated Personnel Salaries LCFF $106,729 (Cost of four counselors included in C.3-2; one additional counselor not included in C.3-2.) $139,223 3000-3999: Employee Benefits LCFF $29,634	(Cost of four counselors included in C.3-2; one additional counselor not included in C.3-2.)
C.4-5 Maintain ongoing case management of homeless students and families.	Family Engagement Program Manager salary; seven Family Community Liaison salaries, and one Community Resource Specialist Salary. 2000-2999: Classified Personnel Salaries Title I $690,888 Family Engagement Program Manager salary; seven Family Community Liaison salaries, and one Community Resource Specialist Salary. 3000-3999: Employee Benefits Title I $359,555	2000-2999: Classified Personnel Salaries Title I $475,634 3000-3999: Employee Benefits Title I $211,681
C.4-6 Continue providing bus passes for low-income students, homeless students, and students with transportation challenges to increase and support school attendance and student achievement.	4000-4999: Books And Supplies LCFF $45,000 4000-4999: Books And Supplies Title I $10,000	4000-4999: Books And Supplies LCFF $51,568 Bus passes for homeless students 4000-4999: Books And Supplies Title I $22,215
C.4-7 Continue funding for test-taking expenses, including College Level Examination Program (CLEP) and college application fees. Explore additional scholarship opportunities, including assistance with application process.	5000-5999: Services And Other Operating Expenditures LCFF $10,000	4000-4999: Books And Supplies LCFF $979
C.4-8	(Included in staff duties) $0	(Included in staff duties)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain communication and training with Family Community Liaisons regarding the usage of 2-1-1. Present to the ACCESS Leadership Team, an overview of the resources available regarding 2-1-1 in order to support students and families. Present at Area staff meetings to inform teachers regarding this resource.		
C.4-9 Maintain funding for an ACCESS community school nurse to monitor health care plans, provide mandated screenings, ensure the health needs of students are monitored, and educate staff on current health issues.	(Cost included in C.3-2) $84,857 1000-1999: Certificated Personnel Salaries LCFF (Cost included in C.3-2) $40,176 3000-3999: Employee Benefits LCFF	(Cost included in C.3-2) 1000-1999: Certificated Personnel Salaries LCFF (Cost included in C.3-2) 3000-3999: Employee Benefits LCFF
C.4-10 The Counseling 100 college course proved to be effective. This course will continue to be offered five times throughout the year.	5000-5999: Services And Other Operating Expenditures LCFF $15,000	5000-5999: Services And Other Operating Expenditures Other State Funds $11,000
C.4-11 Continue staff training regarding the implementation of the multi-tiered systems of support program. The multi-tiered systems of support outcomes are to improve school climate, have a reduction in behavioral referrals, and increase attendance. These interventions will include the implementation of positive behavior supports, as well as address alternatives to suspensions with classroom management strategies, attendance interventions, and restorative practices. Track and monitor these student outcomes and review effectiveness with the Leadership Team. This action/service includes funding for materials and refreshments as appropriate.	4000-4999: Books And Supplies LCFF $1,000 5000-5999: Services And Other Operating Expenditures LCFF $2,000	5000-5999: Services And Other Operating Expenditures LCFF $102
C.4-12 Continue providing Restorative Practice trainings in the use of Formal Restorative conferencing and restorative circles. Four trainings will be offered throughout the school year to staff not previously trained. These trainings will provide in-depth strategies and practices to enhance	5000-5999: Services And Other Operating Expenditures LCFF $20,000	5000-5999: Services And Other Operating Expenditures LCFF $7,360 4000-4999: Books And Supplies LCFF $2,185

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
student success. Funding includes certification fees for trainers, materials, and refreshments as appropriate.		
C.4-13 Continue funding to hire one specialized program specialist and one paraeducator to support the work of multi-tiered systems of support to provide coaching and assist with the implementation of a positive behavior program, as well as classroom management strategies.	(Cost Included in C.3-3) 2000-2999: Classified Personnel Salaries LCFF $120,408 (Cost Included in C.3-3) 3000-3999: Employee Benefits LCFF $96,378	1000-1999: Certificated Personnel Salaries LCFF $56,545 3000-3999: Employee Benefits LCFF $15,493
C.4-14 Continue recruitment and funding for one gang intervention specialist position to assist the work of multi-tiered systems of support in supporting safe and positive school climate, promoting leadership skills, and minimizing gang influence.	1000-1999: Certificated Personnel Salaries LCFF $108,324 3000-3999: Employee Benefits LCFF $56,012	1000-1999: Certificated Personnel Salaries Governor's CTE Initiative: California Partnership Academies $0 3000-3999: Employee Benefits LCFF $0
C.4-15 Title I Transition Specialists will offer transition services to identified students to provide essential academic, employment, and life skill development. Students will also be supported as they move between school placements to ensure they are connected to appropriate school staff and resources to create a safety net of support to prepare them for their next academic environment.	2000-2999: Classified Personnel Salaries Title I $652,995 3000-3999: Employee Benefits Title I $323,235	2000-2999: Classified Personnel Salaries Title I $793,501 3000-3999: Employee Benefits Title I $181,793

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

In order to effectively transition to a dynamic virtual instructional platform and mitigate learning loss, significant and immediate technology investments were necessary in order to provide each student with a computer, access to instructional software, and internet access through wireless hot-spots. OCDE also ensured that all teachers and instructional staff were provided updated technology devices, software, and internet access to support continuity of instruction while teaching remotely. Associated technology investments were also necessary to ensure the network infrastructure (servers and network) were resourced adequately to handle the higher level of demand resulting from remote learning and working. OCDE also purchased learning management software and security solutions to ensure a safe and accessible instructional program for every student to support continuity of academic growth and achievement.

In addition to supporting remote teaching and learning, it was also necessary for OCDE to maintain in-person learning via small groups to meet the unique needs of the students enrolled in our Special Education division. To facilitate this need, OCDE made considerable investments in policies and strategies during COVID-19 to ensure a safe environment for students and staff. This included COVID-19 testing availability for staff, cleaning and disinfecting, providing protective equipment, and numerous other actions in order to enable education.

Funds not expended in the LCAP were used for these urgent expenses to benefit OCDE students and staff and maintain continuity of services, despite unprecedented changes in the school program.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

ACCESS continued to implement a multi-tiered system of support to ensure students had the academic, social, emotional, and health supports in place to be successful. Additional support was given to special populations including each student identified through McKinney-Vento, English learners, and those who qualify for free/reduced lunch. Multi-tiered systems of support concepts and practices continued to evolve even with the interruption of the pandemic, as evidenced by a reduction in the suspension rate. ACCESS reduced its suspension rate for students from 8.92% in 2018-19 to 5.78% in 2019-20. This reduction was achieved due to the increased interventions put in place by our tiered support for pupil engagement during the pandemic. The attendance rate for 2019-20 was 71%, up from 68% the prior year. Additionally, the dropout rate declined to 4.53% from 5.09% the prior year. This again is attributed to supports and additional outreach done in accordance with our continuity plan. Another effective intervention program, Restorative Practices was implemented successfully. Restorative Practice training was interrupted, but staff who were already trained were able to continue with circles in some classrooms and the institutions. We did transition from in person circles to some Zoom circles. There was a decrease in the student participation when we transition from in-person to the Zoom format, but circles were continued with topics focused on handling the challenges the pandemic posed for students and families. School Nurses continued to provide support for our students and families as well. They were also actively involved in department safety meetings and continued

to case manage students, but also provided information related to COVID-19. School Nurses were actively involved in supporting families with resources for testing, as well as support for families in quarantine situations due to a positive COVID-19 test of a family member. Mental Health Clinicians were able to maintain support for students with Mental Heath need by using a tele-health model, and under some circumstances were able to see students in person while maintaining all safety protocols. The addition of another School Counselor helped support students via Zoom and phone calls. They were also able to continue to guide and motivate students to complete their classes and explore college and career opportunities as they planned for graduation. Transition Specialists provided students and families with guidance and resources to assist them in transitioning to their next school placement, including post-secondary institutions. Workshops on topics such as career pathways, job readiness skills, and post-secondary options/financial aid were also offered. The closure of college campuses and the cancellation of college and career fairs due to COVID-19 restrictions posed a challenge for Transition staff, who relied on virtual tours and online information in order to assist students.

Due to generous donations from community partners, ACCESS distributed basic school supplies to low-income students during drive-through giveaway events at the two Family Resource Centers and school sites during the year. These items included Kindle devices, backpacks, notebooks, pencils, and face masks. Because most students attended classes remotely this year, the need for transportation assistance was greatly reduced. In addition, the Orange County Transportation Authority (OCTA) subsidized bus transportation for the community. As students return to classroom in person, bus passes previously purchased will once again be distributed to students in need. Family Community Liaisons stayed up-to-date regarding COVID-19 resources by participating in county-wide and local collaboratives, such as the OCDE Family and Community Partnerships Network (FCP), as well as regional conferences and workshops. ACCESS continued to support students and families experiencing homelessness during the pandemic by facilitating shelter referrals, connecting families to community resources, and providing supplies to meet basic needs.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The effects of the pandemic have placed new burdens on families, especially those who are low-income, immigrants, and those who are experiencing homelessness. Coping with stressors such as lack of access to health care, job loss, and food insecurity greatly impacts mental health and wellness. These factors, along with the disruption of school routine, may cause students to experience feelings of anxiety and depression. To increase the school's capacity to meet the mental health needs of targeted student groups, two additional mental health clinicians will be hired to provide teletherapy services. These school-based services will principally benefit low-income and EL students, who may not have access to private mental health support due to lack of insurance coverage, transportation, or other barriers.	$320,000	$278,571	Yes
Purchase Personal Protective Equipment (PPE) to enhance health and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices.	$74,022	$56,340	No
Purchase materials to create Activity Kits for use in the home by students to engage them mentally, kinesthetically, and artistically during times of distance learning. The activity kits will principally benefit low-income students by providing resources and materials they may not otherwise be able to access. These activities have been curated by educators specifically to address the loss of motivation that can occur during distance learning.	$3,485	$35,492	Yes
Fund additional stipends for bus aides assisting students with significant disabilities to address the new health guidelines during transportation to and from school.	$148,955	$0	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The Activity Kits were a popular source of at-home activities, and additional supplies were purchased to create more kits. The Special Education Schools Division did not have a need to fund additional stipends for bus aides as planned in the actions. The pre-existing amount of bus aide support was sufficient to meet the needs of the students. The cost for PPE was less due to the state's allocation of PPE to all school districts.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Students faced unprecedented stressors and trauma with the onset of the pandemic. Schools closed, families were faced with losing jobs, uncertainty regarding housing and food and access to medical care led to a level of stress few students, families or staff had ever encountered. The mental health clinicians not only helped students cope, but were a resource to families in regards to accessing other services. The clinicians were able to refer families for medical services, notify them of food distribution events, and help locate resources for families facing the loss of a family member due to COVID-19. In addition to providing resources to support families, Activity Kits were put together with engaging and stress reducing activities for students to use at home. The kits included art supplies, calming exercises and motivational materials. Teachers, School Counselors, Administrators, School Psychologists, as well as other support staff were made aware of the kits and distribution was made as simple as possible. Staff only needed to request the kits, they were delivered to the sites to be included in packets, or available for in person distribution.

Sites and offices were cleaned and sanitized at an increased frequency to ensure students and staff were kept safe. Plexiglass was installed in offices, and around desks. Desks were spaced out to ensure compliance with distance requirements was met. Hand sanitizer was available in multiple locations in offices and on sites. Masks, gloves and face shields were provided to all staff and students who wanted them. A sign-in sheet was located at the entrance of each office/site to assist in contact tracing people who came in and out in the event of an outbreak or exposure at the office/site. A safety committee, comprised of a variety of staff, was established and met weekly via zoom to address concerns expressed by staff and ensure safety supplies were available and delivered.

Special Education Division utilized bus aids to assist students with significant disabilities in following the health and safety guidelines on the bus, and while transitioning to and from home and school. Bus aides were provided additional PPE supplies to assist with implementation of health and safety guidelines on school buses. Additional stipends were not needed to implement health and safety protocols; however, OCDE continued to provide extra duty pay to bus aides despite the disruption in their route due to COVID conditions.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Cost for professional development workshops and trainings for teachers in the use of new digital teaching platforms.	$51,725	$4,200	No
Cost for new Google applications to allow teachers to expand their repertoire of distance teaching techniques.	$13,100	$0	No
Online Guided Language Acquisition Design (GLAD) trainings for teachers to support language development acquisition for English learners.	$140,000	$9,250	Yes
Purchase of additional devices and technology (i.e., Chromebooks and hotspots) for students and staff to use during distance learning. These devices principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.	$329,272	$338,381	Yes
Funds to support division-wide Disciplina Positiva virtual workshops for Spanish-speaking families to enhance school engagement. The curriculum for these classes was expanded by the provider to address issues of special concern to families due to the pandemic and the move to distance learning, such as low student motivation, excessive screen time, and sleep disruption. These classes principally benefit low-income families, for whom the costs of private parenting workshops or academic coaches would be prohibitive, as well as EL families, who need workshops conducted in their home language in order to allow them to meaningfully participate.	$29,700	$29,700	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Due to the unprecedented disruption as the result of the COVID-19 pandemic, we developed virtual models to deliver distance learning and support to all staff related to their areas of responsibility. This included but was not limited to curriculum implementation, locally adopted diagnostic assessment, enhanced ELD instructional support, and workshops to enhance instructional practice and strengthen subject matter competencies in a remote learning environment.

Immediately after the state announced the suspension of in-person public school instruction, ACCESS was able to convert our program to a virtual model. This was accomplished by enhancing systems that were already in place such as moving our core courses to Canvas platform for better accessibility. Canvas allowed our teachers and students the ability to work remotely without compromising the quality and integrity of our instructional practices.

In order to move toward a virtual learning environment for all students, significant technology investments were necessary, and OCDE was able to procure essential technology for all students and staff.

Additional technology investments were necessary to ensure that the network infrastructure (servers and network) were resourced adequately to handle the higher level of demand resulting from remote instruction. ACCESS also purchased learning management software, virtual communications platforms, and security solutions to provide a safe and functional environment for everyone. These items were not included in the Learning Continuity Plan.

OCDE Schools invested considerably in policies, procedures, and strategies during COVID-19 to ensure a safe environment for students and staff, including testing, cleaning/disinfecting, providing protective equipment, and numerous other actions in order to support a high quality educational program.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

One of our biggest successes was the migration of core curriculum to Canvas. This was done efficiently and seamlessly in order to minimize learning interruptions. Furthermore, ACCESS provided multiple days of virtual training in small and large groups and one-on-one virtual meetings. Additionally, ACCESS created "how-to" videos on the use of Canvas for students and families. Online courses allow increased access to curriculum and leaning and scheduling flexibility. All students and staff received devices and hotspots moving us to one-to-one ratio. We were able to achieve this task in a timely manner therefore, preventing a lapse in communication between school staff, students, and families.

One of challenges we encountered was the ability to provide GLAD training to all ACCESS schools, due to limited staff resources to deliver the training. We plan to provide this training for all schools in the new school year.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Cost to purchase Teacher Toolbox resource kits for teachers and students.	$43,161	$43,161	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between what was planned and what was expended.   The funds that were allocated were spent on the planned actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Building on the student-teacher relationships that exist as a normal characteristic of our alternative schools and programs, we were able to maintain a high level of cooperation and collaboration with most of our students, despite the challenges typically associated with remote instruction. Because our students work with teachers in a small group or individual setting, teachers were able to identify the needs of each student and respond accordingly with the support and resources required to address them so that each could continue to complete their coursework and avoid academic loss. Technology devices and virtual connectivity were available whether in person or in a virtual setting to support ongoing teaching and learning and provide avenues to maintain relationships and connections.

Due to the unprecedented disruption as the result of the COVID-19 pandemic, we developed virtual instructional delivery models to support distance learning for all students. However, there were some challenges with the pivot to this model of instruction and support. For many of our staff and students, there was a learning curve as they adjusted to an online learning platform and the use of educational software. Additionally, for many students who reside in multi-generational homes, the lack of privacy and a quiet space free of distraction was an obstacle, which led to some decrease in student attendance and engagement. Efforts to alleviate this included use of of headphones and scheduling online instructional times. Additionally, support staff was involved in reaching out to students and families to provide additional resources, answer questions, and assist in finding solutions for any challenges or obstacles that impeded student learning during this time. As a result, the school-home connection had the opportunity to deepen, and the collaboration between teachers and program support staff was enriched, for the benefit of all students.
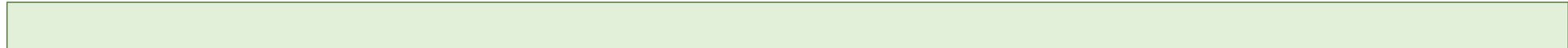
Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The additional funding provided by the CARES funding allowed us to keep eight full time and one part time mental health clinicians (fully licensed) to serve students in our programs. In addition, School Psychologists, School Counselors, and School Nurses were all involved in monitoring and responding to students' mental health, physical health and interpersonal challenges. The transition from all in-person counseling or consultation sessions to a tele-health format presented some challenges at first, but the team was able to overcome all the barriers and implement a very comprehensive and cohesive program to meet the needs of our students. The clinical teams were able to draft a tele-health process and procedure as well as get all the permissions needed to make a tele-health model work. The next challenge was to ensure all students had a way to communicate with their mental health provider. Sometimes that meant getting students access to a device and hot-spot or making sure phone numbers were correct. Some students also faced the challenge of having a private place to talk to their counselor/clinician. Some students continued to be seen at sites by mental health providers, following all safety protocols when remote sessions were not effective or possible. Each challenge was met by a solution focused group of dedicated staff. Clinicians, Psychologists, Nurses and School Counselors made themselves to staff members via staff meetings to answer questions about mental health and initiate referrals for students that teachers or staff had concerns about. Ongoing monitoring of student progress was ensured by the collaboration of team members working with the student. These collaborative teams were tailored to the needs of students and might only be the teacher, clinician and student. For other students with more intensive needs the team would expand to include parents, program specialists, administrators and other support staff who came into contact with the student.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

To identify the needs of students and families during remote learning, phone surveys were conducted with parents and guardians in July 2020, along with other needs assessments tailored to specific populations, such as English Language Learners, Foster Youth, and Homeless students. Survey results were used to adapt programs and services to meet the expressed needs of students and families. These needs included training on using virtual platforms, computer devices, internet connectivity, groceries and household supplies, resources for health and wellness, and general support for at-home learning. ACCESS was able to successfully address these needs in a variety of ways. Bilingual Title I Family Community Liaisons and EL Services staff were instrumental in our outreach efforts by maintaining a two-way communication bridge between the school and home, connecting families with resources, sharing school information, and organizing and promoting meetings and events. EL services staff held office hours prior to virtual meetings, offering individualized tech support to teach families how to access and utilize virtual platforms. Attendance Specialists followed up with students who were not logging onto classroom zoom meetings or completing assignments, and facilitated referrals to in-house and community-based support services when needed.

In addition, ACCESS created a website for parents that included interactive video tutorials for distance learning tools, as well as listings of local grocery distribution events and other community resources. Virtual parenting workshops were offered to provide strategies and tools to support distance learning, and a new Parent Academy for EL families was created to help parents navigate the school system successfully. Monthly virtual Community Network Nights featured speakers on the topics families most requested, while parent advisory committees such as DELAC, ELAC, and School Site Council conducted virtual meetings, allowing greater parent participation from all school regions. Two Family Resource Centers (FRC) served as hubs where families could pick up groceries, school supplies, clothing, hygiene products, and PPE, as well as school information and community resources. OCDE partnered with local foodbanks and community-based organizations to help stock these Resource Centers and organize drive-though distribution events at the FRCs as well as other school and community sites. Despite these efforts, keeping students and families engaged during this time has proved to be an ongoing challenge. Many families are still coping with food insecurity, job loss, housing instability, and physical and mental health issues related to the pandemic. Some still lack computer devices, or must share one device between multiple family members, or do not have reliable internet. Among students, we have observed decreased motivation and inconsistent attendance due to the limitations of the virtual learning environment. As students begin returning to classrooms during the spring of 2021, OCDE will focus efforts on welcoming students and families back to the school sites by hosting engagement activities and events designed to re-establish relationships with families.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Proper nutrition is a significant contributing factor to student achievement. In order for students to be able to focus on their studies and succeed academically, they need nutritious meals and snacks designed to support their growing minds. For many of OCDE's students, the challenges surrounding food insecurity follows them to school, which makes it vitally important that we provide this important resource. For students attending in-person instruction, meals will be provided to the OCDE school sites through the Free or Reduced-Priced meal program, as is our traditional practice. However, issues related to COVID-19 have created challenges for our school programs to carry out this important task.

To respond to safety concerns in the 2020-21 school year, families were given the option of remote, hybrid, and in-person learning for their child, and they were permitted to change their option as needed. This model provided families with the flexibility they desired to prioritize their child's safety, but resulted in fluctuations in onsite attendance, thus making it difficult to estimate the day-to-day food service delivery needs at a given site. To mitigate this issue, administrative staff created a shared attendance document where daily attendance counts could be collected and used for food distribution planning purposes. Unlike a traditional school environment with an on-site kitchen providing food, OCDE operates school programs throughout Orange County, thus adding to the importance of knowing how many meals and snacks to bring out to a site to avoid having too little food available. The shared document allows food service and delivery staff to strategically plan the food distribution to ensure proper meal coverage.

In addition to onsite food for students, OCDE continues to successfully partner with community-based agencies, nonprofit organizations, and faith-based groups to support our families by providing direct food assistance, as well as information about food pantries, regular distribution sites, and grocery giveaway events in the county. The Eagle's Catch Food Pantry, located at one of OCDE's schools, provides fresh produce, bakery items, dry goods, and other fresh and frozen foods to families three days a week. Operated through a partnership with Second Harvest Food Bank, the pantry is staffed by volunteers and coordinated by school staff. Families may access the pantry by appointment during regular pantry hours. In addition to groceries, families may receive hygiene products and personal care items on request based on availability. All pantry volunteers and school staff are trained in food safety regulations and follow recommended protocols by wearing masks and gloves while working in the school pantry.

Through a partnership with a local church, OCDE has been able to maintain drive-through grocery distributions at school sites, and large scale events such as socially-distanced graduations provide a venue for the distribution of meals and food boxes. Schools provide information about these distributions through School Messenger calls, text messages, and electronic postings. Title I Family Community Liaisons also reached out to families personally via phone and Google Voice to ensure they are connected to available resources in the county.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Cost to extend contracts for six staff members during summer months to provide additional mental health services and strategies to support vulnerable populations most impacted by COVID-19. The effects of the pandemic have placed new burdens on families, especially those who are low-income, immigrants, and those who are experiencing homelessness. Coping with stressors such as lack of access to health care, job loss, and food insecurity greatly impacts mental health and wellness. These factors, along with the disruption of school routine, may cause students to experience feelings of anxiety and depression. These school-based services will principally benefit low-income and EL students, who may not have access to private mental health support due to lack of insurance coverage, transportation, or other barriers.	$81,765	$80,666	Yes
Pupil and Family Engagement and Outreach	Cost to hire an outside company to design an online packet of enrollment forms which allows for virtual enrollment of students transitioning between school placements, thus ensuring access to continuous learning for the student, as well as promoting safe and healthy practices for families and school staff	$23,935	$16,000	No
Pupil and Family Engagement and Outreach	Cost for DocuSign software which allows for secure, digital signatures to facilitate the virtual enrollment of students transitioning between school placements, thus ensuring access to continuous	$7,006	$7,006	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	learning for the student, as well as promoting safe and healthy practices for families and school staff.			

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between what was planned and what was expended. The funds that were allocated were spent on the planned actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The unprecedented and unexpected shift to remote instruction due to the COVID-19 pandemic created a variety of obstacles, but also provided valuable opportunities to identify and implement instructional protocols and procedures which benefited students during the months of remote learning that will continue to benefit them in the return to classroom-based instruction. The unexpected pivot to distance learning required immediate identification of high priority needs, which included accessibility of technology in the form of devices and internet access for students and teachers, instructional strategies that engage students in a virtual learning environment, and the need for ongoing formative and summative assessments to measure academic progress.

As time progressed, the lessons learned informed the 2021-24 LCAP goals and actions in three main areas identified as necessary to promote student learning and achievement, whether remote or in person. Distance learning involved families in a way that had never been experienced before by many of our programs. The need to partner and communicate closely with parents and guardians was critical, and as a result, became an integral part of our LCAP goals and actions, recognizing that families are key to their students' success. Additionally, as society witnessed changes in the workplace for many Americans this led to the LCAP goals and actions related to the development of CTE pathways to promote workplace preparedness. Emphasizing the real-life connection between CTE and completion of their required high school coursework is an opportunity to anchor a student's value in their education and increase their engagement in learning as they see its role in their path to achieving college and career goals and personal aspirations.

Another important lesson learned was the need to identify any extenuating factors that may exist which impede a student's ability to learn. The COVID-19 pandemic brought issues to the forefront such as emotional wellness and the need to teach and enforce skills of resiliency, positive behaviors, and hope in our students. The 2021-24 LCAP provides funding for staff and resources to support students in these areas so that they will be equipped to focus on their current coursework and plan for their future.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Addressing pupil learning loss and closing achievement gaps are priorities in OCDE's schools and programs. In support of this, we have approved the use of the i-Ready comprehensive and adaptive online intervention program for the areas of Reading and Math. i-Ready delivers precise and prescriptive instructional pathways guided by assessment data from the student's initial i-Ready diagnostic assessment. Its online program provides personalized instruction, learning games, and lessons that address each student's specific areas of need in Reading and Math, which are foundational in attaining academic growth and success across the curriculum. The scaffolded lesson in i-Ready support all types of learners, including those with unique needs, and addresses pupil learning loss by providing teachers, students and parents with comprehensive reports that detail student levels, areas of strength, areas needing ongoing support, and academic progress.

In addition to the use of i-Ready, OCDE students benefit from either small classes or individual instructional programs where teachers regularly utilize formative assessment to gauge student progress and address identified areas of need. This individualization is a core component of OCDE's schools and programs and allows the instruction to be rigorous and supportive of each student's particular learning style, strengths and challenges, while providing the teacher with opportunities to closely monitor and measure student progress. Our schools also provide paraeducators, tutors, English learner support assistants, counselors, and various other support staff who come alongside the teacher to ensure that all students have equitable access to a high-quality educational program and continue to make strides in their academic growth.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the planned actions and budgeted expenditures for the plan. The funds that were allocated were spent on the planned actions.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Student outcomes in 2019-20 reflected OCDE's ongoing focus on interventions for students in their specific areas of focus, such as academic, behavioral, interpersonal challenges, and learning needs related to students with moderate or severe disabilities. As a county office of education, OCDE schools are designed to address each student as an individual learner and partner with our districts to provide specialized services. During the 2019-20 school year, student outcomes reflected a need to continue targeted efforts toward addressing students' development in the areas of reading, writing, and math, and for English learners, the additional area of English language acquisition to make achievement accessible and equitable. Results from OCDE's adopted intervention diagnostic tool, i-Ready, indicated that while some students showed growth, there was still work to do, including professional development to increase teacher instructional capacity when teaching at-promise students who may not be on track to graduate.

Students enrolled in OCDE schools have often experienced the additional challenges of drug abuse, truancy, significant behavioral issues, delinquency, homelessness, and/or medical conditions which impede their academic growth. Therefore, the need to identify, implement, and utilize increased wraparound services that support the whole child continued to be a priority in OCDE's schools. By addressing these critical areas in the 2019-20 school year, students demonstrated improved attendance and citizenship, and families benefited from expanded opportunities for involvement with the school.

While OCDE remained committed to addressing the academic challenges faced by students, the emergency shift to remote and hybrid learning in March 2020, which continued to impact the 2020-21 school year, allowed students to experience greater access to technology and online learning management systems (i.e., Zoom, Google classroom, and Canvas) in preparation for post-secondary education and work in the 21st century. As in-person learning resumed and expanded in the 2020-21 school year, OCDE continued to support student academic development through the use of the diagnostic intervention software and supplemental instructional strategies. While students continue to face challenges in the areas reading and math, they are demonstrating growth through the use of intervention programs, and teachers anticipate this trend to continue, particularly with students returning to classroom-based instruction in greater numbers.

Schools are a microcosm of their communities, and in March 2020 when the world felt the impact of a global pandemic, so too did our schools. OCDE worked quickly to identify, prioritize, and address the needs of students, staff, and families. The lessons learned during this time have been carried into the 2021-22 through 2023-24 OCDE LCAP Goals, Actions, and Services in the form of increased, targeted supports in the areas of academic learning loss, instructional methodology, mental health services, and a response to the basic needs of families. Using a growth mindset, OCDE schools found opportunity through adversity leading to the expansion of technology to enhance student learning. School-family partnerships were also increased which positively impacted

student behavior, attendance, and academic achievement.   Actions to address the needs of the unduplicated students groups have been expanded in the 2021-22 LCAP and include more targeted services designed to provide greater support to these students.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orange County Department of Education	Jeff Hittenberger, Ph.D. Chief Academic Officer	jhittenberger@ocde.us (714) 966-4010

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Orange County Department of Education's (OCDE) Local Community Accountability Plan (LCAP) reflects the four individual schools operated by the Orange County Department of Education (OCDE): Alternative, Community, and Correctional Education Schools and Services (ACCESS) Community Schools, ACCESS Juvenile Institution Schools, Community Home Education Program/Pacific Coast High School (CHEP/PCHS), and Division of Special Education Services (SES). Collectively, these four programs serve approximately 3,300 students daily at 52 locations countywide utilizing a variety of instructional models.

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

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 educators at all levels of student development, and for students, it involves not only academic mastery but also emotional and social development in safe and supportive 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 succeed in the 21st Century. Students are provided a caring, safe, and engaging learning environments, 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 Career Technical Education (CTE) opportunities. We support the whole child in building confidence through an engaging, rigorous, individualized academic program that includes co-curricular activities. We value our dedicated faculty, parents, community, and partners who make a difference for students by creating a pathway for future continued success. We commit to addressing learning loss through a high level of student engagement and attendance, increased academic achievement, and

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 target the collaboration and participation of students, staff, parents/guardians, and stakeholders in the educational process. Through ongoing partnerships, outreach, and communication, we have built a community focused on student engagement, learning, and achievement.

As we become more successful in engaging students in the empowerment of their learning, college, career, and life readiness goals become a reality. By providing students with dynamic 21st Century 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 low-income 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 at-risk 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. The OCDE also operates the Division of Special Education Services that serves students with severe physical and cognitive disabilities, and deaf and heard of hearing students from birth through 22 years of age residing in Orange and surrounding counties.

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

- ACCESS Community School Programs 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 often 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 needs of our students: the day school program and the contract learning/independent study program.**

- ACCESS Juvenile Court School Programs serve adjudicated youth in juvenile hall, probation camps, alternative means to confinement programs, and social service emergency placements. These students are wards of the court and are often transferred between juvenile court schools as a result of Probation or Social Service Department guidelines. The average stay within these facilities is between 30 and 60 days. However, a small group of incarcerated students receive longer commitment times and remain three or four years, or may stay in these programs up to the age of 22.**

- The Community Home Education Program (CHEP) (grades TK-8) and Pacific Coast High School (PCHS) (grades 9-12) are OCDE's independent study programs known collectively as Orange County Community Schools (OCCS: CHEP/PCHS). These schools support parents and students who want or need an alternative approach to a traditional brick-and-mortar school. PCHS is a UC-approved and National Collegiate Athletic Association-accredited program.

- The Division of Special Education Services (SES) serves students with severe physical and cognitive disabilities that present challenges to academic progress. Included in this group are also students with severe emotional disabilities that interfere with academic achievement. Students served in the Deaf and Hard of Hearing (DHH) programs are integrated into general education core academic subjects as appropriate.

The majority of students served in these programs are expelled, severely credit deficient, have a history of truancy, and/or are highly at-risk of dropping out of school. Consequently, most of the actions and services listed in this document are targeted to serve the unduplicated count for foster youth, low-income, and English learners.

The California Longitudinal Pupil Achievement Data System (CALPADS) "Information Day" report calculates the percentage of this unduplicated count to be 68.19%. 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.

*A complete list of acronyms used in this document is located in Appendix A.

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

Please note that the designation of "LEA-wide" in this document refers to all students enrolled in Orange County Department of Education's ACCESS Division, as well as students enrolled in the Orange County Special Education Services Division. The "Schoolwide" designation refers to students enrolled in either an ACCESS school or the Orange County Special Education school.

Reflections: Successes

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

OCDE experienced progress and success, as evidenced by our Dashboard, local assessments, LCAP surveys, and stakeholder feedback in the following areas:

- Improved and expanded technology infrastructure as outlined in OCDE's previous LCAP.
- Ongoing parent trainings and events using technology to support new options and ways to communicate and engage families, such as Zoom.
- Instructional support for teachers and staff from Teachers on Special Assignment (TOSAs).
- Migration of core courses to the Canvas learning management system.
- Expanded implementation of i-Ready as a diagnostic and intervention tool in support of student assessment, academic planning and measurement of possible learning loss.
- Improvement in the graduation rate.

- An increase in the percentage of 12th-grade students who reflect "Prepared" or "Almost Prepared" on our 2020 College and Career Indicator.
- Division of Special Education Services (SES) experienced progress and success in the area of ELA/Math as evidenced on our CDE Dashboard for 2019.
- SES also successfully migrated instructional delivery to the virtual learning platform, Google Classroom.
- SES, in conjunction with our District partners, successfully re-opened school sites and provided an in person learning option in the Fall of 2020.
- SES was able to implement virtual training for all staff.

The emergency shift to remote instruction due to COVID-19 in March of 2020 accelerated the expansion in technology and the achievement of the previous LCAP goal in this area. As a result of this unexpected pandemic and its disruption of the site-based instructional program, OCDE rose to the challenge and was successful in expediting the purchase and dissemination of devices and hot spots to students, teachers, and staff, allowing for the smoothest possible transition from a classroom to a remote educational setting and back to in-person as classes reopened for in-person instruction.

Another related success was the migration of core courses to the Canvas learning management system. Having this platform for the classes provides access to the curriculum, assignments, and assessments, whether in the classroom or working remotely. Additionally, Canvas supports student skill development in building familiarity with a learning platform that is utilized by most colleges and universities. It also supported safety, as students were able to work and submit assignments online.

Related to the migration of courses to Canvas is the ongoing work and support provided by Teachers on Special Assignments, in the areas of ELA, Math, History-Social Science, Science, and Educational Technology. The TOSAs were responsible for moving the courses to Canvas, leading adoption processes, and supporting the instructional staff in their development of instructional planning, strategies, and best practices, both in-person and remotely. Their work is reflected in the successful migration to Canvas, the addition of professional development in key areas, such as the UCI Math Project, the UCI History Project, and support for the shift to Next Generation Science Standards and use of the new NGSS-aligned curriculum. Additionally, TOSAs were available to assist and support teachers who required various levels of support in the area of remote instruction, using educational tools, applications, and programs.

The restrictions presented by COVID-19, while disruptive in many ways, provided the LEA and schools with a unique opportunity to explore and introduce the use of virtual platforms, such as Zoom, to engage parents and increase communication between the school and home. Online events offered were successful in that they supported an increase in family technology skills and also expanded opportunities for families who previously struggled to attend events due to transportation or child care issues with Zoom as a way to participate without having to leave home. OCDE anticipates that some level of virtual family engagement opportunities will continue in combination with in-person, as allowable, in order to provide multiple means of involvement and greater access to support family and guardian participation.

This past school year saw the increased implementation of i-Ready, the adopted diagnostic and intervention program, to measure and address possible learning loss as a result of the shift to remote teaching and learning. The results of these diagnostic assessments reflect the academic needs of each student which provides the teachers and instructional staff with data to drive instruction and academic planning. Additionally, i-Ready intervention and skill-building assignments are generated for each student, based upon the student diagnostic results, allowing for individualized and targeted remediation and growth measurement. The student i-Ready reports are also being used more

consistently to support student achievement during parent-teacher conferences, Student Intervention Team meetings, and, when applicable, for possible reclassification of our English Learners who score well on these assessments. While not a new purchase, OCDE has greatly expanded the consistent implementation of the i-Ready program across the program and plan to continue that trend.

The LEA Dashboard and CDE 2020 report indicate that the graduation rate has significantly improved over the past three years from 58.4% in the 2017-2018 school year to 76% in 2019-2020. Another area showing small but steady improvement is the LEA College and Career indicator as reflected on the 2020 CDE report While it is still an identified area of focus as OCDE develops and implements a full CTE program, the LEA experienced growth in the percentage of 12th graders identified as Prepared or Almost Prepared, from 11% in 2017-2018 to 12.7% in 2018-2019. This reflects a trajectory of improvement and provides motivation as the LEA continues identifying opportunities for the students to build academic and life skills through CTE courses and certificate programs that will prepare them for transition to college and career and in the achievement of their post-high school graduation goals.

The 2019 LEA Dashboard also indicated that the OCDE Special Education Division increased 13.6 points for all students in the area of ELA performance and 7 points in the area of Math performance. These were both targeted areas for improvement in OCDE's Special Education Division. OCDE Special Education Division Leadership team and Systems of Support (SOS) facilitators benefited from participation in the SoCal County Office Consortium Charter where the team was able to engage in focused discussions regarding strengths, challenges and promising practices. They were also able to expand and implement their local assessment tool, SANDI/FAST, by gathering input from families regarding student progress in the virtual environment.

OCDE Special Education Division pivoted to a virtual learning platform, Google Classroom. Having this platform for the classes provides access to the curriculum, assignments, assessments and intervention whether in the classroom or working remotely, which allowed educators to provide multiple options for students and families once the schools transitioned back to in person learning. This platform also supported safety, as students and staff transition back to in-person learning because related service providers were able to continue to implement intervention virtually, while maintaining health and safety regulations.

Related to the implementation of the virtual learning platform is the ongoing work and support provided by the Assistive Technology team and the Special Education Division's Teachers on Special Assignment. The Assistive Technology team and TOSA were responsible for leading implementation processes, and supporting the instructional staff in their development of instructional planning, strategies, and best practices, both in-person and remotely. Additionally, the AT team and TOSA were available to assist and support teachers who required various levels of support in the area of remote instruction, using educational tools, applications, and programs. Finally, the virtual learning environment allowed OCDE Special Education Division to provide a variety of training opportunities to all staff.

By successfully implementing all health and safety protocols outlined by the Orange County Health Care Agency, OCDE's Special Education Division, in conjunction with district partners, was able to return to in-person learning in the Fall of 2020, while also providing both a distance learning option to families.

Reflections: Identified Need

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

OCDE's LEA 2019 Dashboard indicators reflected needed improvement for all OCDE students in the areas of Chronic Absenteeism (which measures attendance of Kindergarten through 8th grade students), Academic Achievement (both ELA and Math, measured by grades 3-8 and 11 Smarter Balanced Summative Assessments) and College and Career preparedness (CCI), as measured in a variety of ways, currently including Career Technical Education Pathway Completion, Grade 11 Smarter Balanced Summative Assessments in ELA and Mathematics, College Credit Course (formerly called Dual Enrollment), A to G Completion, State Seal of Biliteracy, and Military Science Course completion

The most significant performance gaps reflected on these indicators exist among Students with Disabilities (Chronic Absenteeism, CCI, and ELA) and English Learners (Chronic Absenteeism, CCI, ELA, and Math). To address these disparities, OCDE was identified for Differentiated Assistance and is now part of a Tri-County Consortium working collaboratively with Riverside County Office of Education (RCOE), and San Bernardino County Superintendent of Schools (SBCSS) to identify best practices for improving both overall and subgroup performance on these measures through targeted support and implementation of new programs and processes. To support this work in OCDE, task groups have been created to specifically address each area. These teams analyze Dashboard and local data, identify and measure the effectiveness of current practices and processes, and research evidence-based programs and strategies that are likely to improve student outcomes in their assigned areas.

OCDE has benefited greatly from increased access to pertinent data to inform and drive the efforts of the workgroups, as well as the development of methodology for monitoring progress in achieving the goal of continuous improvement and support for all students.

The Chronic Absenteeism workgroup focused on the targeted support provided by Program Specialists whose role is to reach out to families to better engage parents and guardians and develop a collaborative school-home team culture in support of improved student attendance and overall academic success. This work included weekly reports that provide current attendance data, contact information for the family, communication information, such as home language, and student subgroup identification to support equitable improvement. The Truancy Response Program protocol is working well, and plans are underway to develop a positive reinforcement program to recognize students who maintain an attendance rate of 95% or higher.

OCDE Special Education Division offered in person and virtual options to increase attendance during the pandemic. Students and families had continued access to both options for the 2020-21 school year, which provided families options to attend class when they could not physically attend on campus.

The Academic Achievement group is expanding the use of the local assessment, i-Ready, to support student academic improvement in ELA and Math. As a diagnostic and intervention program, i-Ready provides individual diagnostic results and targeted assignments for each student to support growth in their Reading and Math skills. English Learner students have benefited from increased support and services provided by the Title III office in the form of English Language Development Assistants, (ELDAs) who provide instructional strategy modeling and support for teachers and linguistically appropriate academic support for students. ELs benefit from innovative development opportunities such as an online Conversation Club, and their families participate in DELAC meetings and a wide-variety family engagement activities.

College and Career is another Differentiated Assistance- identified area of needed growth and improvement for OCDE. The group assigned to address this measure has worked to identify authentic CTE student experiences along with opportunities to increase the percentage of students who are "prepared" or "approaching prepared" on the OCDE Dashboard. One of the key areas of focus is the increase of Career Technical Education (CTE) opportunities for students by building on past successes using the lens of equity and access for all students. The CTE Coordinator has worked closely with administrators and engaged staff in conversations to create these opportunities. Additionally, the Tri-County Consortium meetings with RCOE and SBCSS have provided a learning structure to review and examine best practices in the area of College and Career with like programs, which is a helpful analytical tool to inform this important work. The LEA will continue with their collaborative efforts with SBCSS and RCOE in the Tri-County Consortium and with the internal work groups to increase and improve student achievement and success.

OCDE Special Education Division is also continuing to expand access to CTE opportunities with students with significant disabilities. The CTE project liaison continues to build partnerships and look for additional areas to add to current opportunities.

LCAP Highlights

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

The OCDE 2020-21 LCAP reflects the commitment of our schools and programs to meet the needs of students to support and promote their academic and personal growth and achievement. The priorities within the LCAP relate directly to resources, programs, and opportunities to address obstacles to academic achievement, promote an academically robust learning environment, and re-engage students in their current educational program in preparation for a successful transition to college and career.

In the area of "Engagement," the goal and activities within the LCAP focus on parent/guardian involvement, recognizing that when a family is active in their child's education and connected to the school, students are more likely to demonstrate good attendance, positive behaviors, and academic growth. To address this area of need, LCAP actions support increased opportunities for parents and guardians to engage in a variety of ways, including surveys, parent events and workshops, and volunteer opportunities.

Student engagement is essential to achievement. This LCAP reflects OCDE's commitment to enhancing engagement through the development of safe and well-maintained classroom environments that are conducive to learning, extended learning opportunities that enrich student academic experiences, and the development of CTE programs and associated activities to motivate students by showing them the relevance of their coursework to the achievement of their future goals and aspirations. Additionally, awareness of emotional, behavioral, social and/or academic challenges students exhibit allows the school to offer supports and services addressing these issues so they do not act as impediments to a student's ability to learn, thrive, and develop academically and personally. The LCAP goals and actions in this area serve to provide a gateway and a motivation for our students who struggle with external challenges to build their resiliency, confidence, and competence, which are necessary for their success in academics and in life.

The goal and actions aligned to "Pupil Outcomes" address academic skill and subject area gaps students often possess. Maintaining and expanding OCDE's commitment to the development of reading and math skills through an approved diagnostic and intervention program is a powerful way to develop student ability and agency, as they work with their teachers, tutors, and other support staff to set goals and monitor their progress. As previously mentioned, the LCAP addresses the development of CTE courses and experiences to provide an opportunity for students to use the academic skills they have gained as they consider and create future goals, based on interest and aptitude.

"Conditions of Learning" reflects important school attributes such as clean, safe, and welcoming classrooms that are well-maintained and conducive to learning, as well as teachers who are appropriately credentialed, assigned, and trained to meet the needs of at-promise students by providing all students with equitable access to California standards-aligned curriculum. The "Conditions of Learning" LCAP goal is also where coordinated support services targeted to the unique needs of foster youth and expelled students are specified to address their needs and promote personal and academic growth in preparation for college and career.

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)

Support for Identified Schools

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

OCDE supported the two Comprehensive Support and Improvement (CSI)-identified schools in developing their comprehensive support and improvement plans utilizing evidence-based methodologies and protocols. Certificated and classified staff gathered to complete a needs assessment beginning with an overview of the school's current graduation rate as well as a review of the criteria that led to the identification of the school for CSI. Building upon this level of understanding was foundational to the work that was done, as the team was presented with a wide breadth of data, including demographic data and trends, attendance, suspension, and behavioral summary reports, 2019 Dashboard local indicator measures, local assessment data from the i-Ready program, enrollment trend data, survey results representing student, family, and staff input, and the previous year School Plan for Student Achievement. Data reviewed and analyzed reflected both overall students and significant subgroups to assess any possible areas of inequity, which both school groups agreed, did not exist.

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

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

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

Monitoring and Evaluating Effectiveness

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

OCDE is working with leadership and stakeholders of both schools to evaluate and monitor progress in Graduation Rate, Attendance, Local Assessment (i-Ready), and Family Involvement data, relying upon internal reporting tools, such as summary data from our student information system, Aeries, the Illuminate data management system, as well as minutes from parent and family meetings, which includes those for parents of all students, as well as those specifically designed for parents of students in specific subgroups such as ELAC and DELAC meetings, to support ongoing equity in family engagement and student achievement.

This data is shared with administrators who review and share it with appropriate audiences, including school-level staff and their School Site Councils. School staff are also currently working with program staff at OCDE to create an internal dashboard that will serve to draft report summaries in key areas, particularly those on the California LEA and School Dashboards. Having data readily available in multiple ways will ensure that progress monitoring and evaluation is accurate and transparent and that it supports student achievement that leads to high school graduation and successful transition to college and career.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

In a time of remote, in-person, and hybrid learning, the ability to remain connected to stakeholders becomes vitally important as we work together to navigate a new educational landscape. The 2021-22 LCAP represents the start of a three-year cycle where we are able to expand on the lessons learned and skills acquired during the previous school years. During the time of distance learning, OCDE schools discovered unique methods of serving students which we will take with us into the new school year as in-person learning expands; however, those lessons alone will not suffice. We continue to benefit from stakeholder feedback in order to maximize services to students and families in the most effective manner possible.

Below is an overview of the stakeholder engagement process used to prepare the 2021-22 LCAP:

OCDE

- Staff from OCDE's Educational Services and Business Services divisions offered guidance and support with changes to the LCAP template and preparation of the document.

- OCDE Executive Cabinet provided ongoing feedback and leadership regarding the mission and vision for OCDE schools throughout the preparation of this LCAP document.

- The 2021-22 OCDE LCAP document will be posted online following approval by the California Department of Education.

ACCESS

- Unlike a traditional school environment with staff on one campus, OCDE school programs are located throughout Orange County. The new norm of virtual staff meetings has made it convenient for school administrators to interact collectively with their full school teams regardless of location, thereby allowing for a weekly, and sometimes daily, dialogue among administrators, teachers, and school staff regarding the needs of students. This steady influx of information and input from staff has provided tremendous insight into the direction of our school programs and the needs of students reflected in this LCAP.

- The goals and actions in the LCAP were discussed at weekly ACCESS Extended Leadership Team Meetings throughout the school year. These meetings consisted of school Administrators and Program Specialists, ACCESS Directors, and management staff from Human Resources, Title I, Title III, and Attendance and Records.

- Weekly meetings were held with the LCAP Steering Committee, comprised of classified, certificated, and executive staff, to strategize the development of the LCAP document and incorporate the input, suggestions, and recommendations received from all stakeholder groups.

- Members of the Steering Committee met with representatives from Information Technology, 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.

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

DIVISION OF SPECIAL EDUCATION SERVICES (SES)

- An LCAP survey was provided to instructional and non-instructional SES staff to gather feedback on the school program.

- Teachers and ancillary staff receive updates and provide input on implementation of LCAP goals at staff meetings.

- Ongoing review of LCAP and the Division of Special Education Services Strategic Plan priorities is conducted during administration meetings to ensure alignment and effectiveness of initiatives.

PARENTS/GUARDIANS AND FAMILIES OF OCDE STUDENTS

- LEA-wide parent advisory committees, including DELAC, School Site Council, and General Parent Advisory Committees continued to meet virtually during the 2020-21 school year to provide parents and families with an ongoing forum for sharing feedback on the challenges they faced in supporting distance learning at home.

- In July 2020, a survey was conducted via telephone interview to assess the remote learning needs of students and families. The survey generated over 400 responses from 1,200 phone calls and provided valuable feedback on our school programs.

- In March 2021, an electronic survey was conducted with ACCESS and Division of Special Education parents and families to gather feedback and inform the new goals and actions of the 2021-22 LCAP.

COMMUNITY STAKEHOLDERS

- In March 2021, a virtual Focus Group was conducted with community partners from 15 county agencies and nonprofit organizations to gain the perspective of community stakeholders.

- An LCAP survey was distributed in April 2021 to community partners to gather additional feedback on supports for students and families.

FOSTER YOUTH SERVICES

- In April 2021, a virtual meeting was hosted by Foster Youth Services to provide a forum for Orange County Juvenile Court officials and ACCESS administrative staff from Special Education, Title I, and the juvenile institution schools to discuss the needs of adjudicated youth with respect to school credits, course offerings, and transition services between school placements.

- Staff from the OCDE Foster Youth Services program participate in the LCAP Steering Committee to assist in developing LCAP actions to meet the needs of Foster Youth in OCDE schools and countywide.

OCDE STUDENTS

- A survey was administered to students in ACCESS and SES during the months of March and April 2021 to collect their input regarding the quality of education, supports needed, and school climate. Over 450 survey responses were received.

BARGAINING UNITS

- Meetings were held with the Classified (CSEA) and Certificated (OCSEA) bargaining units in March and April 2021 to discuss the feedback shared by their members on the LCAP surveys and gather additional input on areas of focus that lead to positive student outcomes.

PUBLIC COMMNENTS

- [To be entered following June 2, 2021 Orange County Board of Education meeting]

A summary of the feedback provided by specific stakeholder groups.

Throughout the 2020-21 school year, OCDE collected and responded to input from all stakeholder groups. The following is a summary of the feedback received from parents and guardians, students, school and LEA-level staff, Bargaining Units, and community partners.

ACCESS PARENTS AND GUARDIANS

District English Learner Advisory Committee (DELAC)

Parents had the opportunity to comment on the LCAP actions and services during each of the 12 DELAC meetings held virtually this year. During discussions, parents and guardians shared the following input:

- More communication from the school is needed, especially regarding students' attendance, grades, credits, and progress toward a diploma
- Lack of rigor in the curriculum is a concern. Packets are the same level as middle school students receive
- Additional Spanish-speaking staff at the school sites would strengthen communication with families
- Safety outside the school sites is a concern, especially regarding the sale of drugs near the schools

- Some parents shared that they have not met with their child's teacher or principal
- More mentorship, apprenticeship, and CTE programs are needed to assist students with finding employment, including short-term jobs

ACCESS PARENT ADVISORY COMMITTEE (APAC)

The ACCESS Parent Advisory Committee met quarterly via Zoom to provide a forum for parents to share input on the district and school-level Parent and Family Engagement Policies, Learning Continuity Plan, and LCAP goals and services

- Consistent, daily communication from the school is important for keeping students engaged in school work. Texting works well for many parents and guardians
- Orientation video would help motivate and engage new students
- Parent, student, and teacher conferences throughout the year are important
- Disciplina Positiva workshops have been very helpful, especially during the pandemic, and have helped families stay strong. Similar workshops for students would be beneficial
- Training was requested for educational technology, student motivation, addressing stress and anxiety, understanding graduation requirements, and the distance learning model
- Support from Title I Family Community Liaisons was greatly appreciated

ACCESS PARENT AND GUARDIAN SURVEY

- A total of 218 surveys were received this year, a 24% response rate. The survey was conducted online primarily by emailing and texting a link during a month-long window
- A majority of parents and guardians feel their child is safe at school (89%), and most feel their child is making academic progress (86%)
- Most parents and guardians also believe the school supports and values cultural diversity and inclusion (79%), and they agree with with the priorities of the school (85%)
- While a majority feel that communication from the school is timely and consistent (84%), comments indicated that more communication from the school is needed regarding academic progress, credits, attendance, and additional supports needed for their child
- Respondents commented that text messages were an effective form of communication for sharing school-related information
- Most parents and guardians said they had discussed their child's academic progress with their child's teacher (75%)
- College and career preparation is a priority for parents, but just 69% of respondents indicated they feel their child is being prepared adequately. College and career readiness, college admissions, and financial aid topped the list of topics that parents would most like to see addressed in workshops
- Students' social-emotional well-being is a concern for families, but just 70% feel their child's needs are being met in this area. Parents and guardians would like to see this topic addressed in workshops for families

ACCESS PARENT AND GUARDIAN QUOTES

- "My child is doing better in school and it is all thanks [to] the teachers...because they are involved with the students at the academic level but also take an interest at a personal level to check if something is happening with them"
- "Many times the students think that they can't get to college or a university because they don't know that there is help or there are tools to achieve it. I hope there are some classes of Disciplina Positiva with the students just as there are for parents"
- "My son has mentioned in letters he is a straight A student! This is amazing, the confidence he is building at [Sunburst Youth Academy] is priceless...thank you!"

ACCESS STUDENTS

- Input from the School Site Council indicated a need for post-secondary educational options for students who have earned a high school diploma but remain in custody while completing court-ordered commitments
- A total of 310 student surveys were received from the community schools, and 100 from the Juvenile Court Schools this year. Students completed the survey online or paper/pencil, when necessary.
- A majority of students in both the community schools (94%) and court schools (83%) indicated that the school provided them with appropriate textbooks and learning tools, such as email accounts, laptops, and recreational reading materials to meet their learning needs. However, students in both school programs said they could benefit from additional supports, such as more communication from teachers, information about tutoring, and help with using technology
- Students from both the community schools and court schools said their school provides meaningful and engaging learning opportunities (88% and 76%, respectively) and prepares them for future college and career paths (85% and 75%, respectively)
- A majority of students in the community schools felt the school includes their input in their educational plan (82%); while fewer students in the court schools agreed (61%)
- Students in both the community schools and court schools feel the school supports and values cultural diversity (85% and 74%, respectively)
- Among community school students, 83% said the school works with their parents or guardians to help them achieve success, while just 52% of students in the court schools agreed, indicating a need for greater home-school communication in the institution school programs

ACCESS STUDENT QUOTES

- "My teachers really teach. Most schools do not really teach kids like me"
- "I'm different with learning - I need more hands-on type of stuff. It's just how I personally learn the best"
- "I would like to graduate early, and become an engineer of some sort, most likely a[n] electrical one, and my counselor has helped a lot...even learning more important things like money management, and entrepreneurship" (PCHS)
- "Provide hands-on relevant learning opportunities. Foreign language, technology, PE/ mindfulness or yoga classes"

ACCESS STAFF

- Input from School Site Council members affirmed that the goals and actions of the LCAP were in alignment with the diverse needs of our student populations

- A total of 259 electronic surveys were completed by ACCESS staff. Staff were able to select one of two different survey formats, according to whether they provide direct instruction to students or do not provide direct instruction
- A high percentage of both instructional and non-instructional staff indicated that they were aware of the goals, missions, and priorities of the school (96% and 91%, respectively)
- While a majority of staff believe the school supports and values cultural diversity (94% of instructional and 86% of non-instructional), comments indicated that training would be beneficial in this area
- Both instructional and non-instructional staff said that ACCESS supports the mental health needs of staff (84% and 77%, respectively); however, comments indicated a need for more support in this area
- While 90% of instructional staff said they felt supported in their professional development needs, just 70% of non-instructional staff reported the same level of support, pointing to a need for additional training options for these staff. The most frequently requested topics for training were benefits and retirement, Google platforms, and social-emotional resources

ACCESS STAFF QUOTES

- Cultural diversity: "ACCESS has made significant progress in recent years in this area, and I see evidence of an ongoing commitment to cultural diversity"
- "This is highly subjective, but the institution itself is not reflective of the populations we serve, which creates gaps in understanding one another. These gaps then spread to other improvement areas such as achievement"
- Mental health support: "Pre-pandemic I would disagree. However, I think we have had no choice but to improve in this area. Mental health continues to be a largely overlooked area within OCDE and across the globe"
- "Would be good to provide actual information for resources in the community for staff as we do for our students and families"
- Professional development: "We are fortunate to have PD offered, but oftentimes it feels short and incomplete as if we are just checking boxes. Taking time to understand and implement anything with fidelity also matters"
- "OCDE is constantly providing us with opportunities for growth in our field and provides us with funding for us to be able to attend conferences that builds my knowledge to do my job better"

DIVISION OF SPECIAL EDUCATION SERVICES

PARENTS AND GUARDIANS

- A total of 88 responses were received for this year's LCAP survey, which was conducted by emailing and texting a link to an electronic survey during a one-month window
- Nearly all parents and guardians (96%) said they had discussed their child's academic progress with their child's teacher, and a majority (79%) said they feel their child is making progress toward achieving their IEP goals. However, just 57% of parents and guardians said they feel their child is being prepared for college, a career, and/or life, indicating a need for growth in this area
- A strong majority of parents (90%) feel their child is safe at school
- While a majority (87%) feel that communication from the school is timely and consistent, many parents and guardians would like more communication from the school regarding additional supports needed for their child (56%) progress toward IEP goals (38%) and their child's behavior in school (37%)

- A majority of parents and guardians feel their child's social-emotional needs are being met (82%), the school supports and values cultural diversity and inclusion (83%), and they agree with the priorities of the school (87%)
- Parents and guardians indicated interest in workshops to address the topics of what to expect during the transition (44%), health and safety (31%) educational technology (29%) and social-emotional resources and support (29%). Additional topics requested included strategies for working with children with Autism and the conservatorship process

SES PARENT AND GUARDIAN QUOTES

- "My child has thrived both at school and home since starting in his current program"
- "My child's school/teacher communicates very well with me ... they are always available to answer any questions I may have promptly"
- "[IEP process] could use additional focus on developing the life skills needed for success in college"
- "The Trident Team that works with my son is amazing! They all have been communicative and caring toward working with my son this past year under the most difficult of times"

SES STUDENTS

- A total of 66 student surveys were received from students, with the majority (74%) of respondents in grades 9-12. Students completed the survey online, and parents and guardians assisted students who were not able to complete the survey on their own
- A strong majority of students (92%) indicated that the school provided them with appropriate textbooks and learning tools, such as email accounts, laptops, tablets, hotspots, headphones, flash cards, art supplies, and recreational reading materials to meet their learning needs
- Students said the school provides meaningful and engaging learning opportunities (86%) and prepares them for future college and career paths (79%)
- A majority of students (84%) felt the school includes their input in their Individualized Educational Plan (IEP), and most (85%) also said the school works with their parents or guardians to help them achieve success
- Students feel the school supports and values cultural diversity (85%)

SES STUDENT QUOTES

- "Have a good relationship with teachers and [they are] easy to talk to about my future plans"
- "My teacher Dominique helps me a lot"
- "My IEP has ended in January and all goals may be satisfied and ongoing"

SES STAFF

- A total of 166 SES staff completed the electronic survey. Staff were able to select one of two different survey formats, according to whether they provide direct instruction to students or do not provide direct instruction

- A high percentage of both instructional and non-instructional staff indicated that they were aware of the goals, missions, and priorities of the school (92% and 93%, respectively)
- A majority of all staff believe the school supports and values cultural diversity (91% of instructional and 87% of non-instructional)
- Although most instructional and non-instructional staff said that OCDE supports the mental health needs of staff (71% and 75%, respectively), comments indicated a need for more support, resources, and training in this area
- While 81% of instructional staff and 83% of non-instructional staff said they felt supported in their professional development needs, instructional staff would like more training on working with specific populations, such as DHH students, and more support for utilizing educational technology platforms. For non-instructional staff, the most frequently requested topics for training were Google platforms, retirement and benefits, and social-emotional resources

SES STAFF QUOTES

- "In our classroom specifically we make purposeful decisions to include books and support materials that show and explore diverse backgrounds and cultures"
- "I know the mission statement, but with our population of students who have developmental delays the mission statement and goals of Spec. Ed. does not apply to our students. A statement that states focus on acquiring life skills to improve their lives rather than academics would be better"
- "It would be nice if more trainings were made available for paraeducators specifically geared towards the population of the classroom they work in. Also, if paraeducators were able to earn different certifications to make them more marketable"

FOSTER YOUTH SERVICES

- Foster Youth District Liaisons and Homeless District Liaisons met virtually for quarterly meetings during the 2020-21 school year. During these meetings, Liaisons shared best practices for supporting the educational needs of Foster Youth, and strategized about how best to address these areas in their Local Control and Accountability Plans

OCDE/BARGAINING UNITS

- OCDE Management and representatives from Chapter 468 of the California School Employees Association (OCSEA) as well as the California Schools Educators Association (CSEA) met in March and April via video conference during the 2020-21 school year
- During these meetings, representatives from the Bargaining Units had the opportunity to share employee concerns, input, and suggestions related to the LCAP
- In addition to management/association meetings, OCDE encouraged school staff to attend regional meetings to share feedback on the goals and actions outlined in the LCAP document
- OCDE Management and Bargaining Units affirmed that the actions and services developed for the 2021-22 document are appropriate to the needs of the wide range of students OCDE serves
- Bargaining Unit members shared that they valued the opportunity to provide input on the LCAP and the collaborative approach to developing goals and actions

COMMUNITY PARTNERS

During the virtual Focus Group Meeting, stakeholders shared these suggestions and comments:

- Create a support group for parents facing challenges with their children at home related to distance learning and coping with other pandemic-related stressors
- Schedule additional academic tutoring hours for students both during school and after school
- Provide tech support for parents to help with students' distance learning needs
- Tap into the resources and supports offered at the OC Public Library to assist parents and students with distance and in-person learning. Virtual and in-person tours or informational meetings are available
- Enhance in-person support provided to students and families, such as home visits
- Provide OCDE/ACCESS directory to community partners
- Relationships between ACCESS and Probation staff is a key to successful student outcomes
- Support from the Title I Family Community Liaisons and Community Resource Specialist makes a big impact
- Opportunity to learn more about ACCESS programs and services is appreciated

In April, an electronic survey was distributed to key representatives from 15 public agencies, community groups, and faith-based organizations, and five responses were recorded. Stakeholders shared the following input on the school's programs and services:

- "I think it would be beneficial to teach youth at their level. With several youth in a class, it is hard to meet all of them at their specific grade level. Possibly more one-on-one instruction or in-person tutoring with youth who need additional help"
- "Honestly, ACCESS is doing a phenomenal job. I applaud you for bringing the social-emotional through the parenting workshops"

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

OCDE's continued commitment to stakeholder engagement in the LCAP process has provided parents and guardians, students, staff, and community partners with a tangible and ongoing voice in the operation of the school program. Through their input, we are able to collaborate on an LCAP document that encompasses their feedback and ideas and strengthens the instruction and services provided to students.

GOAL 1 - ENGAGEMENT

The importance of consistent, two-way communication between home and school was identified by all stakeholder groups. Parents and guardians requested more accessible information regarding academic progress, grades, credits, attendance, behavior, and supports needed for their child. To increase access to this information, OCDE will design, pilot, and implement a Parent Portal (Goal 1 Action 1). Parents and guardians also requested that the school utilize a variety of methods, including texting, to communicate information about school events and meetings. To address this need, OCDE will expand the use of the School Messenger or similar system for sending voice messages, texts, and email by training more staff to use this system (Goal 1: Action 1). When fully implemented, these communication systems will empower families with the information they need to support their children's achievement.

Families affirmed the benefits of parenting workshops to provide strategies for maintaining motivation, approaches for strengthening communication, and practices for encouraging pro-social behaviors. OCDE will continue to fund these workshops, which may be provided either virtually or in-person (Goal 1: Actions 2 and 4). These workshops build on each family's strengths and assets, and provide a space where parents and guardians who are dealing with similar parenting challenges can support one another. These classes principally benefit low-income families, for whom the costs of parenting workshops or academic coaches would be prohibitive, as well as families of students who are English Learners, who need information about navigating the educational system presented in their home language.

Students, parents, and guardians expressed interest in resuming co-curricular activities to support student engagement and pro-social development. To meet this need, OCDE will offer extended learning learning opportunities to all students such as Summer at the Center, field trips, and introductory college courses to strengthen home-school connections, foster interpersonal growth, and build leadership capacity (Goal 1: Actions 3). Based on participant feedback and attendance data, OCDE anticipates that these activities will increase attendance, engagement, and student achievement.

School safety is a high priority for all stakeholders, as reflected in data from the California Healthy Kids Survey (CHKS), parent, student, and staff surveys, and feedback shared during focus groups and advisory committee meetings. During the past year, concerns have shifting from general site safety to COVID-19-related issues. In response, OCDE will establish three new Wellness and Safety positions based at the three community school hubs (Goal 1: Action 5). Funds are also set aside for the purchase of PPE and other safety equipment, as well as for staff training on a range of safety and wellness-related topics, such as Restorative Practices, alternatives to suspension, and positive classroom management strategies. These actions will help create a school climate in which students feel safe and respected, leading to increased attendance, engagement, and academic success.

A significant percentage of ACCESS students who are low-income are also experiencing homelessness (16% for the 2019-20 school year). Based on needs assessments conducted with all identified families, these students face barriers to learning including food insecurity, lack of transportation, insufficient essential personal items such as shoes, clothing, and hygiene supplies, inconsistent access to computer devices and internet connectivity, and lack of basic school supplies. To address these barriers, ACCESS has established two Family Resource Centers located at community school sites, which serve as hubs for the distribution of basic supplies, provided by the school or through donations from community partners (Goal 1: Action 6). At the Skyview School site, a partnership with Second Harvest Food Bank OC provides a school pantry which supplies families with fresh produce, grocery items, and infant supplies, and is open to families from all ACCESS sites. The need for safe and reliable transportation will continue to be met by supplying bus passes to students (Goal 1: Action 5). When students' day-to-day physical needs are met, they will be able to maintain regular attendance, focus better in the classroom, and improve learning outcomes.

Over the past year, parents and guardians have shared that the COVID-10 pandemic placed new burdens on families, many of whom were already facing challenges due to economic factors. Coping with stressors such as lack of access to health care, job loss, housing instability, and food insecurity greatly impacts mental health and wellness. For students, these factors, combined with the disruption of school routine, has caused many to experience feelings of anxiety and depression, affecting their ability to focus on academic work. These impacts are greatest for students who are Foster Youth, low-income, or experiencing homelessness. To increase the school's capacity to meet the mental health needs of families and students, OCDE will hire two additional Clinicians to provide mental health services (Goal 1: Action 7). Mental health support will also be increased for students with disabilities (Goal 1: Action 9).

GOAL 2 - PUPIL OUTCOMES

Preparation for college and career is a need of vital importance expressed by all stakeholders. OCDE will continue to promote college and career readiness and success by providing information, resources, and support to students and their parents and guardians (Goal 2: Action 1). OCDE will fund activities designed to introduce students to a variety of post-secondary options, such as Career Success Week, a partnership with community-based agency Working Wardrobes that provides a series of workshops to support career readiness by teaching students how to project a positive and professional image through both visual and verbal communication. This action will also fund student participation in Career Forum, a career fair which offers students the opportunity to attend presentations by professionals in a variety of career fields. Title I funds will support five Transition Specialists based at the ACCESS Juvenile Hall Schools to assist students as they transition from the institution programs, and to help them with post-secondary planning. A Career Counselor will be hired to provide guidance for students in the Deaf and Hard of Hearing (DHH) Program. These activities, while benefitting all students, will principally benefit low-income students by empowering students and their families with an understanding of post-secondary pathways and resources specific to their needs, which will lead to increased attendance, engagement, and college and career readiness.

Parents and guardians, students, ACCESS staff, and community partners expressed the need for additional academic support for students, especially in the area of Math. To address this need, OCDE will hire a Program Specialist and a Paraeducator to focus on Mathematics instruction and increase access to the curriculum. (Goal 2: Action 3). Additional Academic Support Assistants (ASAs) will also be hired to provide individualized tutorial assistance in all subject areas (Goal 2: Action 3). The needs of Foster Youth residing in Group Homes, EL students, and adjudicated youth will also be addressed through increased tutoring support (Goal 2: Actions 4, 5, and 6). These student groups have faced a variety of challenges affecting academic progress, such as multiple school placements, truancy, and mental health needs. With individually tailored, one-on-one academic assistance, students will experience success, leading to improved attendance and behavior as they begin to take ownership of their educational path.

Increasingly, Career Technical Education (CTE) is a need expressed by students and their families. To develop a quality CTE program that meets the needs of all students, OCDE will continue to fund a CTE Coordinator and short-term teachers in ACCESS, as well as a CTE Project Liaison for SES to develop career pathways, implement career education courses, and coordinate with community colleges to assure course articulation (Goal 2: Action 7). This action will also fund training for staff to assure their knowledge and skills remain current as technology advances continue to inform the local job market. 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 employability skills such as critical thinking, creativity, collaboration, and communication, leading to increased college and career readiness and success.

GOAL 3 - CONDITIONS OF LEARNING

Safe and well-maintained facilities are of primary importance to all stakeholders. OCDE will assure that school buildings are maintained in accordance with state and local regulations, and monthly safety reports are completed (Goal 3: Action 1). When students attend school in a safe and welcoming environment, overall school climate can be expected to improve, leading to improved academic outcomes.

Survey results from ACCESS and SES staff affirm that adopted curriculum and assessment programs are effective in assisting students to meet challenging state standards, and therefore will continue to be funded in the LCAP (Goal 3: Action 2). Staff development training, materials, and resources will be provided in the areas most requested, such as mental health and wellness, cultural diversity, equity, and

inclusion, strategies for working with specific student populations, and educational technology. Additionally, more training options designed for paraeducators and non-instructional staff will be offered.

Input from all stakeholder 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 fund a Child Welfare and Attendance (CWA) Administrator, Coordinator, and Program Specialist team (Goal 3: Action 3). Through ongoing communication with partnering school districts, the CWA team will support students who have been expelled to assure a successful return to their districts of residence or graduation from an ACCESS school. Moreover, the CWA team will focus efforts to decrease truancy and chronic absenteeism through a data-driven, collaborative approach, working closely with the Attendance and Records office, teachers, and school staff to identify and support students who are not maintaining regular attendance.

Goals and Actions

Goal

Goal #	Description
1	ENGAGEMENT: 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. Families, schools, and stakeholders work closely together to build a strong framework for student achievement and safe and supportive school climates.

An explanation of why the LEA has developed this goal.

Across the priority areas of Parent Involvement, Pupil Engagement, and School Climate, OCDE ACCESS and Special Schools are committed to improving outcomes along multiple measures, including increasing parent attendance at events, reducing chronic absenteeism, improving weekly attendance rates, maintaining low suspension rates, and continuing support for each student's mental health needs. We believe that by engaging students and their families to improve attendance, we will lay the foundation for improved school climate and academic achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of parent LCAP survey responses received by the ACCESS Division and Special Schools Division	ACCESS Division: 24% of parents responded to the 2021 LCAP Survey Special Education Division: SPEC SCH: 20% of parents responded to the 2021 LCAP Survey				Increase parent responses: ACCESS Division - 30% Special Education Division - 25%
Participation of parent/guardians of English Learner	ACCESS County Community: 2 parents				DELAC parent attendance per meeting:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students at District English Language Advisory (DELAC) Committee meetings to ensure at least 2 parents are present per school.	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: 2 parents ACCESS Juvenile Hall: 2 parents OCCS: CHEP and PCHS: 2 parents Orange County Special Education school: 2 parents
Participation of ACCESS County Community parents/guardians with English Language learner students at the school's English Learner Advisory Committee (ELAC) meetings.	ACCESS County Community: 0.5% (Source: 2018-19 Sign-ins)				ACCESS County Community: 3.5%
Number of parent/guardian events, training, and/or opportunities to facilitate family involvement.	2018-2019 In-Person Parent/Guardian Engagement Activities All ACCESS Schools and Programs: 161 Special Schools: 18 (2018-19)				All ACCESS Schools: Family Engagement Activities: 178 OC Special Education Division: 24 (2 opportunities per site)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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))				Overall attendance: 83% English Learners: 79% Homeless: 75%
Chronic Absenteeism rate ACCESS Program and OC Special Education school overall rate and in the following subgroups: English Learners, Foster Youth, Homeless Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	ACCESS: Overall: 52.3% English Learners: 56.7% Foster Youth: 35.9% Homeless: 64.8% SED: 50.8% 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)				Decrease Chronic Absenteeism Rate: ACCESS: Overall: 42.3% English Learners: 46.7% Foster Youth: 25.9% 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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LEA Suspension Rate	1.6% (Source: 19-20 DataQuest)				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: 80%
LEA Middle School Drop Out Rate	All Students:12% Homeless: 31% Low-Income: 12% Students w/Disabilities: 3% English Learners: 20% (Source: Aeries/SIS Report CALPADS information day 20-21.)				All Students: 10% Homeless: 29% Low-Income: 10% Students w/Disabilities: 1% English Learners: 18%
LEA High School Drop Out Rate	All Students: 19% Homeless: 20% Low-Income: 23% Students w/Disabilities: 11% English Learners: 26% (Source:				All Students: 17% Homeless: 18% Low-Income: 21% Students w/Disabilities: 9% English Learners: 24%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Aeries/SIS Report CALPADS information day 20-21.)				
LEA Expulsion Rate	0% (Source: 19-20 DataQuest)				0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increased Communication for All Stakeholders	Existing family and student engagement revealed that the introduction of a Parent Portal will allow a venue for ongoing monitoring of attendance and academic progress. We will ensure all students and families have access to pertinent student information in a variety of formats, such as Parent Portal (which we will design, pilot and implement over the next three years) and School Messenger or similar messaging system. We will provide trainings on the use of these systems to staff, parents, and students. By implementing a Parent Portal and increasing use of School Messenger (or similar), parents and students will be able to track daily attendance, receive important school announcements, monitor assignment completion, and raise awareness of school events to support families and students, which will empower parent and student agency to advocate on behalf of student achievement, resulting in an increase in attendance rates and high school completion for all students.	$53,208.00	No
2	Family Engagement Opportunities for All Students	Parent feedback reflects their interest in participating in school events that connects families with their child's teacher and provides school site information and resources to support positive student outcomes. We will provide students and their families with opportunities to participate in activities, such as parenting workshops and parent/school information nights, that offer parents and students the	$161,070.00	No

Action #	Title	Description	Total Funds	Contributing
		knowledge necessary to navigate the educational system and to advocate for student needs. Family engagement will lead to increased attendance, engagement, and academic achievement for students.		
3	Extended Learning Opportunities for All Students	Student and parent feedback reflects an interest in resuming co-curricular activities to support student engagement and pro-social development. When possible, we will provide all students with extended learning opportunities (such as Summer at the Center, field trips, and introductory college courses) that increase positive pro-social connections to school, build interpersonal skills, leadership skills, and collaborative team-building. Based on participant feedback and analysis of attendance data, we believe that these activities promote an increase in attendance, engagement, and student achievement.	$141,468.00	No
4	Extended Learning Opportunities Principally Benefiting Students who are English Learners and their Families	Students and families who participate in extended learning activities demonstrate increased engagement leading to improved student academic outcomes. We will provide students who are English Learners and their families with opportunities to participate in activities, such as bilingual parenting workshops, that provide parents and students with knowledge to navigate the educational system and to advocate for those student needs. Family engagement will lead to increased attendance, engagement, and academic achievement for these students.	$44,552.00	Yes
5	Safe and Positive School Environments	Focus groups and an analysis of LCAP and the California Healthy Kids surveys identified the need to prioritize school safety and a desire to increase the factors impacting a positive school climate. We will ensure all students and staff are provided with access to safe, welcoming, and positive school environments by continuing actions such as gathering recommendations of the Site Safety Committee, purchasing and installing safety equipment, in addition to adding 5 Wellness/Safety staff. These staff will be located in the 3 community school hubs, with 2 safety staff able to address situations as they come up at other community sites. Staff will be provided trainings on	$867,076.00	No

Action #	Title	Description	Total Funds	Contributing
		improving school climate through the use of Restorative Practices, alternatives to suspension, and positive classroom management strategies. As a result of students feeling safe and respected at school, attendance rates will increase leading to improved student outcomes.		
6	Essential Items for Students who are Low Income (Including Homeless)	An increasing number of our students who are low income are also identified as experiencing homelessness. According to data reviewed in the 2019-20 school year, approximately 16% of the students in our program are designated as experiencing homelessness, which creates barriers to education affecting a student's ability to succeed in school. The most frequently reported educational needs of students who are low income, including experiencing homelessness, include school supplies, transportation, educational program continuity, and extended-day opportunities. Through the use of school funds and donations from partnerships with community organizations, we will be able to provide identified students and their families with food, clothing, shoes, school transportation assistance, and basic school supplies. When these essential items are provided to our identified students, they will be able to attend school on a more regular basis leading to improved attendance and increased achievement in reading and math on local and State standardized assessments.	$269,726.00	Yes
7	School-Based Mental Health Services	Parent, teacher, and student feedback reflects an interest in expanding our school-based mental health services for students. Youth who are low income, foster youth, or experiencing homelessness report greater instances of anxiety and depression related to environmental instability. Through a multi-tiered system of support, a continuum of mental health services are offered for students who are identified as needing assistance. Students who receive these support services have demonstrated increased attendance on the day of their counseling appointments, which we believe will contribute to an overall improved sense of resiliency, attendance, and academic achievement.	$935,199.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Specialized Support Services for Successful Transitions	Students who are foster youth, low income, and/or English Learners experience barriers to their education such as frequent changes in school placements and living circumstances, lack of experience navigating multiple educational systems in English, and reduced access to essential personal items (such as food, clothing, transportation, etc.). Our specialized support staff enable transitions through transcript audits, development of education plans, court progress reports, and graduation exemption analysis. These services principally benefit our unduplicated students and are effective in defining a clear path to educational attainment, so that students are less likely to drop out and more likely to access resources that allow for a seamless transition into the community, secondary education, and the workforce.	$1,002,485.00	Yes
9	Mental Health Services for Students with Disabilities	Students with disabilities (SWD) enroll with unique mental health needs. The type and severity of their disabilities can impact the effectiveness of mental health treatment. Many SWD require very specialized counseling services that may be more behaviorally focused than cognitively focused. School Psychologists and behaviorally trained mental health clinicians can provide these services, as well as other licensed behaviorists.	$605,743.00	No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

OCDE ACCESS and the Division of Special Education will continue to improve student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness, and post-secondary pathways. Providing individual students with instructional supports, including tutoring and intervention and/or remediation, will allow them to experience increased academic achievement by building on their existing knowledge base. Students who are able to engage in healthy interactions will be active in their academic development.

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/CAASPP Results)				By 2023-24, 54% of our English Learners will achieve an ELPAC performance level of Moderately or Well Developed (Levels 3 and 4)
Percentage of students who "Meet/Exceed" or "Nearly Meet" Standard on the ELA SBAC	All: 39% English Learners: 17% Students w/Disabilities 15%				All: 42% English Learners: 20% Students w/Disabilities: 18%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Source: Data Quest 2019 CAASPP Results)				
Percentage of students who "Meet/Exceed" or "Nearly Meet" Standard on the Math SBAC	All: 14% English Learners: 3% Low Income: 13% Homeless: 14% (Source: Data Quest 2019 CAASPP Results)				All: 17% English Learners: 6% Low Income: 16% Homeless: 17%
Percentage of students scoring "on or above grade level" on the i-Ready Reading assessment	27%				Increase percent of students scoring "at or above grade level" results: 37%
Percentage of students reflecting "on or above grade level" on the i-Ready Math assessment	21%				Increase percent of students scoring "at or above grade level" results: 31%
Reclassification Rate for English Learner	2.5% (Source: 20-21 DataQuest)				4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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)				Increase percentage Prepared or Approaching Prepared: 22.7%
Percentage of 11th grade students demonstrating college readiness on the EAP assessment	English Language Arts (ELA): 23% Math: 5% (18-19 DataQuest/CAASPP Results)				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)				1.5%
Percentage of students completing both A-G and CTE sequence or program	0%				2%
Development of CTE Pathways	0 CTE Pathways developed				1 or more developed CTE Pathways
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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Individualized Academic Support for All Students	Students come to our program with varied academic challenges due to truancy, drug use, chronic absenteeism, credit deficiencies, and interpersonal challenges. To address academic needs, we will provide individualized academic support for students to enhance access to the curriculum and increase scholastic achievement. When students are able to experience success, attendance and behavior improve and they begin to take ownership of their academic path.	$777,758.00	No
2	College/Career Exploration Opportunities Principally Benefiting Students who are Low Income	Student and parent feedback reflects an interest in co-curricular activities to support college and career readiness. We will provide all students with access to extended learning opportunities such as Career Success Week and Career Success Week Junior. While provided to all, these actions principally benefit low income students by offering equitable access to career awareness, goal-setting, and job preparedness that includes 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 event weeks, leading to overall increases in school attendance, engagement and student achievement.	$181,463.00	Yes
3	College/Career Exploration Opportunities for Students who are Foster Youth	Students and families who participate in extended learning activities demonstrate increased engagement leading to improved student academic outcomes. We will provide ACCESS and Special Schools students who are foster youth, their teams, and families with 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.	$24,521.00	Yes
4	Individualized Academic Support for	The Title I Program of the Orange County Department of Education receives federal funding to support the educational needs of foster	$592,081.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Students who are Foster Youth in Group Homes/Short-Term Residential Treatment Programs (STRTP)	youth in Orange County STRTPs/group homes. Students who are in the foster care system and reside in group homes come to this program with varied academic challenges due to multiple school placements, truancy, credit deficiencies, and interpersonal challenges. To address academic needs, OCDE will provide individualized academic support to students in the group home to enhance access to the curriculum and increase scholastic achievement and offer training to group home staff to enrich their ability to assist in the academic development of the youth. When students are able to experience success, attendance and behavior improves and they begin to take ownership of their academic path. 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 to strengthen the coordination of services for foster youth in STRTPs/group homes and to improve educational outcomes. FYSCP connects and communicates with school districts, child welfare agency, probation, and other collaborative partners to assist with school transitions, tracking education information, addressing education-related needs, and providing educational progress summaries for foster youth to court.		
5	Academic Support for Students who are English Learners	Students who are English Learners (EL) come to OCDE's school programs with varied academic challenges due to language barriers and credit deficiencies. To address academic needs, academic support will be provided for targeted students who are EL to enhance access to the curriculum and increase scholastic achievement. In addition, specialized instructional staff will support teachers in the implementation of ELD standards for English learners. When students are able to experience success, attendance and behavior improves and they begin to take ownership of their academic path towards improved reclassification rates, English proficiency, and closing achievement gaps for English learners.	$752,803.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Individualized Academic Support for Students who are Adjudicated	Students who are currently incarcerated or formerly incarcerated enroll in OCDE's school programs with varied academic challenges due to social-economic disadvantages, delinquency, truancy, drug use, chronic absenteeism, credit deficiencies, and interpersonal challenges. To address academic needs, we will provide individualized academic support for targeted students (adjudicated and post-adjudicated) to enhance access to the curriculum and increase scholastic achievement. When students are able to experience success, school attendance and behavior improves, positive interpersonal relationships develop, and they begin to take ownership of their academic path and set personal goals for the future.	$1,377,555.00	Yes
7	Career Technical Education Opportunities for All Students, Including Students with Disabilities	Through establishing a high quality sustainable CTE program, all students, including students with disabilities, will be better prepared for college and career success. CTE staff develop career pathways, coordinate and implement additional career 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.	$560,226.00	No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.
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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.
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A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

All OCDE schools are supporting the 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, 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. Our work and areas in these areas will be reflected on our LEA and school-level California Dashboards in increased student academic proficiency levels in English-Language Arts and Math, a higher graduation rate, and decreases in both chronic absenteeism and suspension rates. Additionally, we will see growth in our College and Career measurement, with the full implementation of a robust CTE program designed to increase student engagement, provide real-life context for learning and goal setting, and to successfully prepare students for transition from high school to college and career opportunities.

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	100% (2020/ Census Day) (2021 Dashboard Local Indicator, Priority 1-Basic Services)				100%
Access to Standards-Aligned Instructional Materials	100% (2021 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)	100% (per Williams) (2021 Dashboard Local Indicator, Priority 1)				100%
Implementation of State Standards	100% (2021 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 pupils and students with exceptional needs Local Indicator (Priority 7)	100% (2021 Dashboard Local Indicator, Priority 7)				100%

Actions

Action #	Title	Description	Total Funds	Contributing
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 schools sites and school offices, supplies related to maintenance costs, and the cost 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.	$1,319,129.00	No
2	State Standard Curriculum with Fidelity and Integrity for All Students, including Students with Disabilities and students who are English Learners, Low Income, Foster Youth, and Homeless	All students in our program, including Students with Disabilities and students who are English Learners, Low Income, Foster Youth, and Homeless, have access to a broad course of study aligned to the California State Standards. We will provide appropriately-assigned teachers and support staff with professional learning opportunities 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.	$48,928,922.00	No
3	Coordination of Services for Expelled Youth	Through ongoing communication between OCDE and partnering school districts, we will continue to support youth who are expelled from their districts of residence. We will continue to share essential information pertaining to student academic progress and positive pro-social, and mental health development, in order to support these students as they successfully transition back to their district of residence or graduate from our program.	$877,648.00	No
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	$810,707.00	Yes

Action #	Title	Description	Total Funds	Contributing
		County students who are foster youth through ongoing consultation and communication between OCDE and collaborative partners. We will continue to offer trainings, liaison support, and case consultation, as well as, collaborate with child welfare/probation and local schools to improve coordination of services for foster youth. By providing countywide support, we will increase inter-agency coordination of essential student information pertaining to academic progress and positive pro-social and mental health development to ensure that these students are informed and empowered advocates for their individual needs and goals.		
5	Coordination of Services for Students who are Foster Youth Within OCDE Schools	OCDE will continue to support ACCESS and Special Schools who are foster youth through ongoing communication between school staff and collaborative partners to support student academic progress, positive pro-social, and mental health development, in order to ensure that these students are empowered to advocate for their individual needs. We will share essential information with the foster youth's team to ensure coordination of services and continuity of educational programming for the foster youth from the prior school to the next school when they transition to their next school program. Foster youth in ACCESS and Division of Special Education schools will have access to transportation assistance, when needed, to remain in their school of origin.	$122,604.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
13.51%	$5,548,140

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

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

For students facing mental health challenges, the ability to focus on academic work can be significantly impacted which creates barriers to success. Positive mental health is essential for students to be able to grow in their learning, and all students can benefit from having access to supportive school-based mental health services offered by qualified professionals. Students who are in foster care, English learners, and low-income report greater instances of anxiety and depression related to environmental instability and language barriers, which indicates an appreciable learning disadvantage for these student populations. This action provides for mental health support and services to mitigate these challenges that can impede personal growth and academic achievement. Supporting students who are in foster care, English learners, and low-income in the development of resiliency and emotional well-being will lead to positive attendance, increased academic effort, and improved achievement.

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

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

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

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

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

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

The 2021-22 LCAP actions represent a commitment toward increasing communication with stakeholders and providing additional opportunities for them to engage with the school, as well as offering all students the academic and mental health supports they need to achieve academically and become productive and contributing members of their communities. Credentialed and classified staff in all OCDE schools will continue to participate in ongoing training to enhance their instructional skills and allow them to implement State standard curriculum with fidelity and integrity, and students will have school teams who support them in making progress toward their goals. Success may look different for each student in an OCDE school program, but whatever path the student is on, staff and resources will be in place to guide them toward the achievement of goals and dreams.

OCDE also recognizes the remarkable challenges facing youth who are in foster care, English learners (EL), and low-income, which can impede their ability to focus on academic achievement. To address these challenges and support the students in the attainment of their goals, OCDE has dedicated actions within the LCAP to meeting those needs. While the actions noted in the section above are provided to all OCDE students, but principally benefit foster youth, English learners, or low-income students, the additional LCAP actions listed below are directed specifically for an intended subgroup to respond to their unique needs.

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

ongoing language development. For a school, inclusivity means students have equal access to opportunities and activities, and the targeted EL services in the LCAP will help open the door to engagement and participation on the part of students who are learning English.

- Goal 1: Action 6 and Goal 2: Action 6 address the unique needs of students who are low income and do not otherwise have equitable access to essential items or support services due to a lack of resources. Meeting the essential needs of low income students and their families, including those who are homeless, will allow them to attend school feeling prepared to learn and engage with their peers. Likewise, specialized supplemental academic support for OCDE students attending school inside an Orange County juvenile institution will aid in closing gaps in learning due to truancy, delinquency, transiency, and interpersonal challenges. All youth placed in a residential facility by either Social Services or Probation qualify for Free or Reduced Priced Meals, thereby making all OCDE students in the ACCESS Juvenile Hall school "low income," which illustrates the significant need to provide this population of students with targeted actions in the LCAP.

- Goal 2: Actions 3 and 4 and Goal 3: Actions 4 and 5 speak directly to the needs of foster youth throughout Orange County and within OCDE's schools. College and career preparedness can be challenging for foster youth. Multiple placements disrupt the planning process and make it difficult to set and achieve goals when the youth are managing other distractions and disruptions in their lives. Focused, intentional assistance by caring, supportive individuals will provide foster youth with the space to explore college and career possibilities and work toward attainment their dreams alongside staff who are able to manage the school paperwork associated with various enrollments. Similarly, the strategic coordination of services for foster youth is essential to their development and will create a continuum of support to meet their needs.

The actions in the 2021-22 LCAP that are indicated as contributing to the increased or improved services as described above and in the prior section meet the percentage as required by legislation.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$37,405,512.00	$2,244,093.00	$18,769,893.00	$1,986,446.00	$60,405,944.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$58,454,006.00	$1,951,938.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Increased Communication for All Stakeholders	$50,902.00		$1,884.00	$422.00	$53,208.00
1	2	All	Family Engagement Opportunities for All Students	$68,000.00		$29,552.00	$63,518.00	$161,070.00
1	3	All	Extended Learning Opportunities for All Students	$118,932.00		$22,536.00		$141,468.00
1	4	English Learners	Extended Learning Opportunities Principally Benefiting Students who are English Learners and their Families	$23,700.00			$20,852.00	$44,552.00
1	5	All	Safe and Positive School Environments	$857,597.00		$9,479.00		$867,076.00
1	6	Low Income	Essential Items for Students who are Low Income (Including Homeless)	$56,756.00			$212,970.00	$269,726.00
1	7	Foster Youth Low Income	School-Based Mental Health Services	$713,605.00	$221,594.00			$935,199.00
1	8	English Learners Foster Youth Low Income	Specialized Support Services for Successful Transitions	$896,943.00		$90,528.00	$15,014.00	$1,002,485.00
1	9	Students with Disabilities	Mental Health Services for Students with Disabilities	$45,300.00	$94,316.00	$466,127.00		$605,743.00
2	1	All	Individualized Academic Support for All Students	$777,758.00				$777,758.00
2	2	Low Income	College/Career Exploration Opportunities Principally Benefiting Students who are Low Income	$29,780.00	$147,455.00		$4,228.00	$181,463.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	Foster Youth	College/Career Exploration Opportunities for Students who are Foster Youth	$2,000.00			$22,521.00	$24,521.00
2	4	Foster Youth	Individualized Academic Support for Students who are Foster Youth in Group Homes/Short-Term Residential Treatment Programs (STRTP)	$253,080.00	$113,955.00		$225,046.00	$592,081.00
2	5	English Learners	Academic Support for Students who are English Learners	$639,350.00			$113,453.00	$752,803.00
2	6	Low Income	Individualized Academic Support for Students who are Adjudicated	$236,520.00			$1,141,035.00	$1,377,555.00
2	7	All	Career Technical Education Opportunities for All Students, Including Students with Disabilities	$310,280.00	$249,946.00			$560,226.00
3	1	All	Facilities Maintenance	$593,129.00	$726,000.00			$1,319,129.00
3	2	All	State Standard Curriculum with Fidelity and Integrity for All Students, including Students with Disabilities and students who are English Learners, Low Income, Foster Youth, and Homeless	$30,739,135.00		$18,149,787.00	$40,000.00	$48,928,922.00
3	3	All	Coordination of Services for Expelled Youth	$877,648.00				$877,648.00
3	4	Foster Youth	Coordination of Services for Orange County Foster Youth		$690,827.00		$119,880.00	$810,707.00
3	5	Foster Youth	Coordination of Services for Students who are Foster Youth Within OCDE Schools	$115,097.00			$7,507.00	$122,604.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$2,966,831.00	$6,113,696.00
LEA-wide Total:	$1,610,548.00	$1,937,684.00
Limited Total:	$1,326,503.00	$3,994,549.00
Schoolwide Total:	$29,780.00	$181,463.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**4**	Extended Learning Opportunities Principally Benefiting Students who are English Learners and their Families	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$23,700.00	$44,552.00
1	**6**	Essential Items for Students who are Low Income (Including Homeless)	Limited to Unduplicated Student Group(s)	Low Income		$56,756.00	$269,726.00
1	**7**	School-Based Mental Health Services	LEA-wide	Foster Youth Low Income		$713,605.00	$935,199.00
1	**8**	Specialized Support Services for Successful Transitions	LEA-wide	English Learners Foster Youth Low Income		$896,943.00	$1,002,485.00
2	**2**	College/Career Exploration Opportunities Principally Benefiting Students who are Low Income	Schoolwide	Low Income	Specific Schools: Career Success Week at 3 school sites annually	$29,780.00	$181,463.00
2	**3**	College/Career Exploration Opportunities for Students who are Foster Youth	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$2,000.00	$24,521.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	4	Individualized Academic Support for Students who are Foster Youth in Group Homes/Short-Term Residential Treatment Programs (STRTP)	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$253,080.00	$592,081.00
2	5	Academic Support for Students who are English Learners	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$639,350.00	$752,803.00
2	6	Individualized Academic Support for Students who are Adjudicated	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: ACCESS Juvenile Hall Schools	$236,520.00	$1,377,555.00
3	4	Coordination of Services for Orange County Foster Youth	Limited to Unduplicated Student Group(s)	Foster Youth			$810,707.00
3	5	Coordination of Services for Students who are Foster Youth Within OCDE Schools	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$115,097.00	$122,604.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

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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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **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.

  - o **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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Appendices

Appendix A: Acronym List

Appendix B: Stakeholders and Community Partners

Appendix C: OCDE Student Demographics

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

ACCESS - Alternative, Community and Correctional Education Schools and Services

ALEKS - Assessment and Learning in Knowledge Spaces

AP - Advanced Placement

APAC - ACCESS Parent Advisory Committee

ASA - cademic Support Assistant

AU - Administrative Unit

BASIC - Behavior Analysis for Successfully Initiating Change

CAASPP - California Assessment of Student Performance and Progress

CALPADS - California Longitudinal Pupil Achievement Data System

CARES - Coronavirus Aid, Relief, and Economic Security

CCI - College and Career Preparedness

CDE - California Department of Education

CELDT - California English Language Development Test

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

CHSPE - California High School Proficiency Exam

CLEP - College Level Examination Program

CMS - Case Management System

COE - County Office of Education

CSEA - California School Employees Association

CSI - Comprehensive Support and Improvement

CTE - Career Technical Education

CTEIG - Career Technical Education Incentive Grant

CWA - Child Welfare and Attendance

CWS - Child Welfare Services

DA - Differentiated Assistance

D/HH - Deaf and Hard of Hearing

DELAC - District English Learner Advisory Committee

EADMS - Educator's Assessment Data Management System

EAP - Employee Assistance 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

ESR - Education Summary Report

EPR - Education Progress Report

ESSA - Every Student Succeeds Act

FAST - Formative Assessment Standards Tasks

FCL - Family Community Liaison

FCP - Family and Community Partnerships Network

FIT - Facility Inspection Tool

FRC - Family Resource Center

FYSCP - Foster Youth Services Coordinating Program

GB - Gigabyte

GED - General Education Development Test

GLAD - Guided Language Acquisition Design

HQT - Highly Qualified Teacher

IEP - Individual Education Plan

LCAP - Local Control Accountability Plan

LCFF - Local Control Funding Formula

LCP - Learning Continuity Plan (also referred to as the Learning Continuity and Attendance Plan)

LEA - Local Education Agency

MB - Megabyte

MELD - Monthly English Language Development

MTSS - Multi-Tiered System of Supports

NCLB - No Child Left Behind

NGSS - Next Generation Science Standards

OCCS - Orange County Community Schools

OCDE - Orange County Department of Education

OCIFYED - Orange County Integrated Foster Youth Education Database

OCTA - Orange County Transportation Authority

OCSEA - Orange County Schools Educators Association

PD - Professional Development

PLC - Professional Learning Communities

PPE - Personal Protective Equipment

RCOE - Riverside County Office of Education

R-FEP - Redesignated-Fluent English Proficient

ROP - Regional Occupational Program

SANDI - Student Annual Needs Determination Inventory

SARC - School Accountability Report Card

SBAC - Smarter Balance Assessment Consortium

SBCSS - San Bernardino County Superintendent of Schools

SEACO - Special Education Administrators of County Offices

SED - Socioeconomically Disadvantaged

SES - Special Education Services

SOS - System of Support

SSC - School Site Council

ST Math - Spatial-Temporal Math

STRTP - Short-Term Residential Therapeutic Program

SWD - Students with Disabilities

TASC - Test Assessing Secondary Completion

TK - Transitional Kindergarten

TOSA - Teacher on Special Assignment

UC - University of California

UCI - University of California – Irvine

ULS - Unique Learning System

VDI - Virtual Desktop Infrastructure

WASC - Western Association of Schools and Colleges

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

211 Orange County
Art and Creativity for Healing
Blue Ribbon Commission of Orange County
Boys & Girls Club of Anaheim
Buena Park Coordinating Council
California State University, Fullerton
Casa Youth Shelter
Catholic Charities
Chapman University
Coast Community College District
Court Appointed Special Advocates for Children, Orange County Department of Rehabilitation, Orange County
ELKS Club of Orange
FaCT Resource Centers
Families Forward
Family Solutions Collaborative
Fullerton College
Girls, Inc.
Giving Children Hope
Grand Parents Autism Network
HERO For Kids Foundation
Home and Family Care Center
Human Options
Inside the Outdoors
Latino Educational Attainment Initiative
MADD – Mothers Against Drunk Driving
Mariners Church
Mercy House Family Care Shelter
New Alternatives Wrap-Around Program
North Orange County Community College District
Olive Crest
Orange Coast College
Orange County Asian Pacific Islander Community Alliance OC Business Council
Orange County Children's Partnership
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
OCTI-Orange County Transition Initiative Orangewood Foundation
Padres Unidos
Rancho Santiago Community College District Regional Center of Orange County
Rotary Club of Villa Park
Saddleback Church
Schools First Federal Credit Union
Second Harvest Food Bank
Segerstrom Center for the Arts
South Orange County Community College District Southland Sings
Special Olympics of Orange County
St. Vincent de Paul Society
Sunburst Youth Academy Booster Club
TASK-Teams of Advocates for Special Kids Taller de San Jose/Hope Builders
United States National Guard
University of California, Irvine
University of Southern California
Vanguard University
Waymakers
Western Youth Program
WIA Youth Program
Working Wardrobes
YES – Youth Employment Services of Anaheim YES – Youth Employment Services of Costa Mesa

OCDE STUDENTS - ALL SCHOOLS
Ethnic Demographic Breakdown

Pie chart legend:
- African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Not Reported
- Pacific Islander
- Two or More Races
- White

Pie chart labels: 2.65%, 0.51%, 5.31%, 0.94%, 20.10%, 2.54%, 0.23%, 1.72%, 66.00%
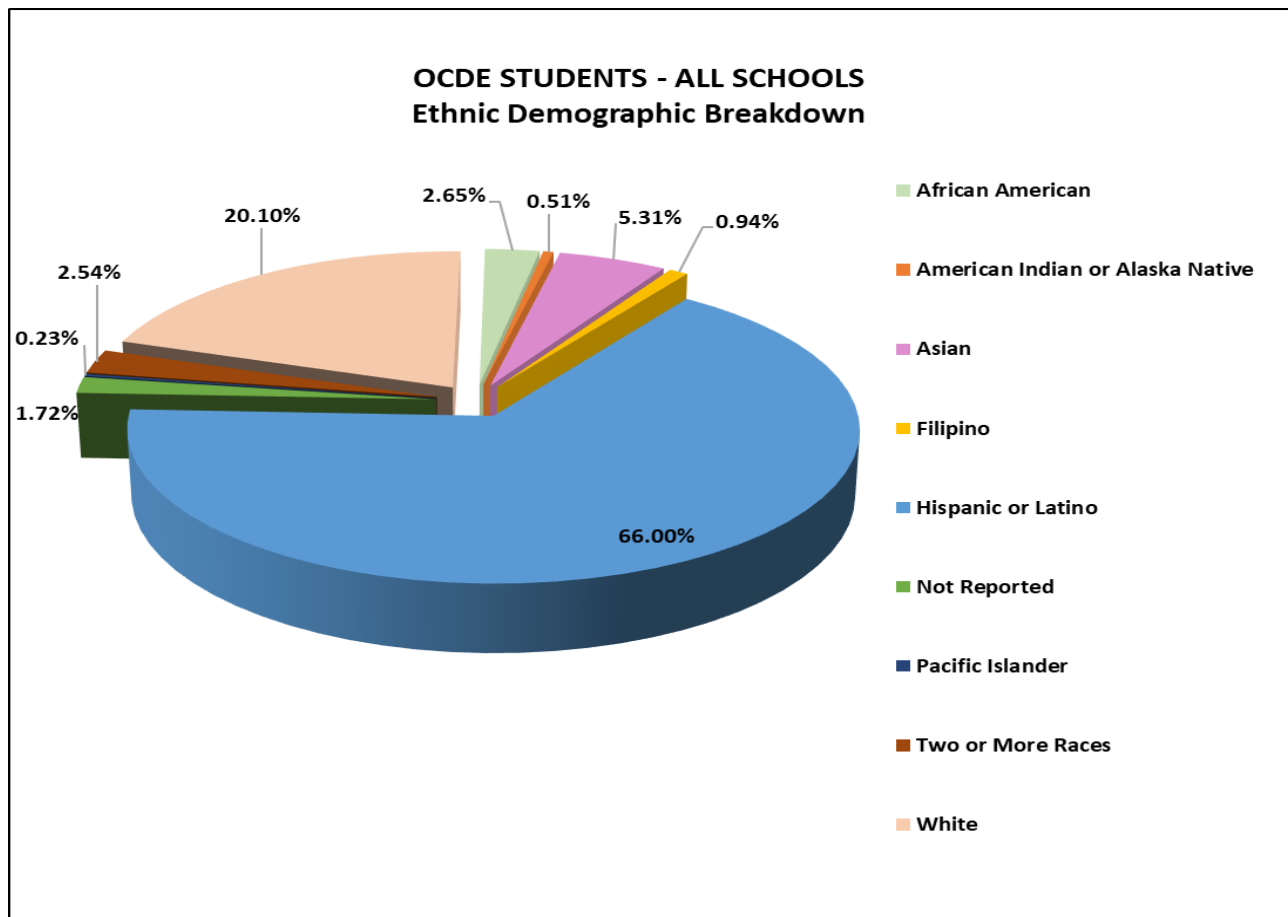
Ethnicity	Total	Percentage
African American	68	2.70%
American Indian or Alaska Native	13	0.50%
Asian	136	5.30%
Filipino	24	0.90%
Hispanic or Latino	1,691	66.00%
Pacific Islander	6	0.20%
White	515	20.10%
Two or More Races	65	2.50%
Not Reported	44	1.70%

ACCESS Parent Feedback	2020-2021
Prepared by Orange County Department of Education Evaluation, Assessment & Data Center	May 2021

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

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

Method:
The survey was administered as an online survey with an approximate 6-week administration window; March 19, 2021 to April 30, 2021. Following standard Evaluation, Assessment & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was emailed to the district the day after the survey window opened to ensure a high response rate. **At the end of the survey window, 218 survey responses were received (N=218 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, while some survey items are newly developed for 2020-21.

ACCESS 20-21 Parent Feedback

What Area does your child attend?

■ Number of Respondents

Area	Number of Respondents
Area 1	28
Area 2	35
Area 3	29
Area 4	3
Area 5	96
Area 6	26

My child's grade level:

■ Number of Respondents

Grade	Number of Respondents
Kindergarten	9
1st	6
2nd	5
3rd	8
4th	6
5th	8
6th	5
7th	9
8th	10
9th	10
10th	29
11th	63
12th	39
I'm not sure	6
No answer	3
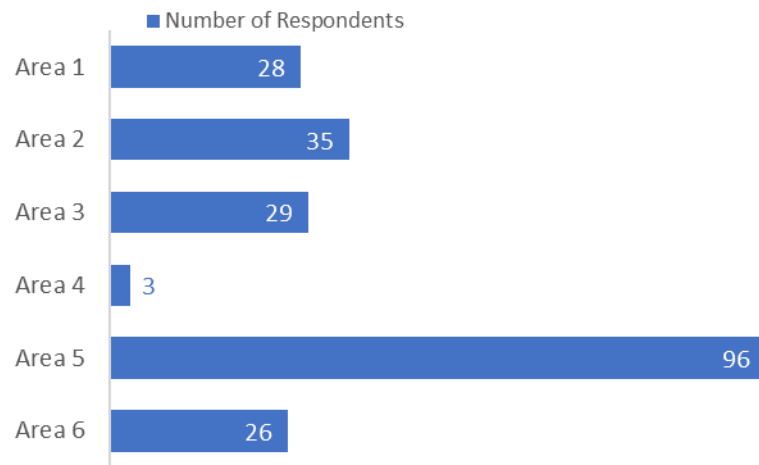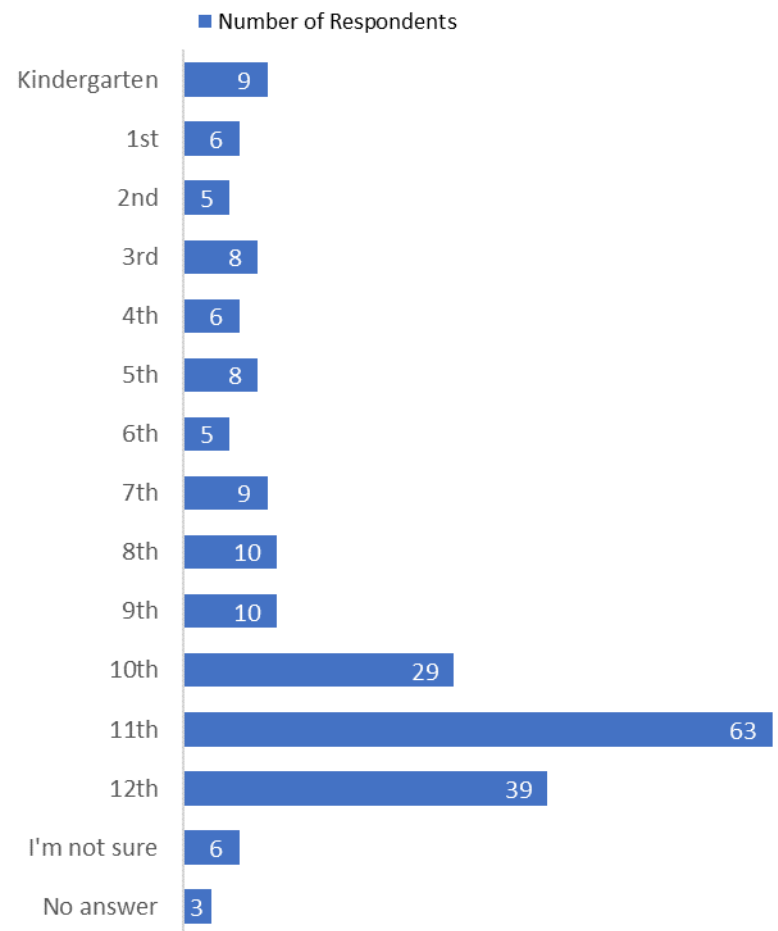
1. I feel my child is making academic progress.
n=217

Strongly Agree 44%	Agree 42%	Neither agree nor disagree 10%	

Disagree 4%

0%   50%   100%

Comparison to 18-19
Note. % Strongly Agree + % Agree

89% (18-19)   86% (20-21)

100%
75%
50%
25%
0%
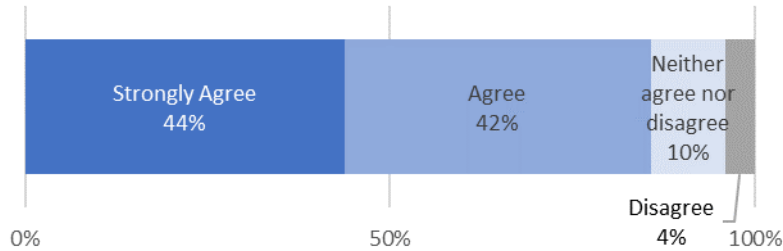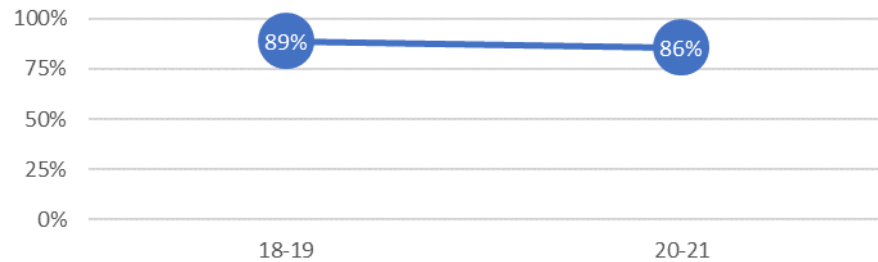
Comments:
- Apenas empezó con el maestro Mr. G [It just started with Mr. G, the teacher]
- Este programa es muy Bueno para los jovenes [This program is very good for our youth]
- Every year my student has grown to be more responsible and independent
- Haven't spoken to any teachers, but Probation Officer said he is doing well.
- His teacher is a great support for him. He calls her and she is always ready to help him.
- I absolutely love this school and all the help and support from staff and teachers. It's a great community for homeschooling.
- I didn't love the Pierson Reading Street book for 5th grade. We will be glad to have something different next year. It was outdated and had no online support.
- i have not seen his grades yet, but think all is going better for him.
- I have yet to receive any information about my sons enrollment in the school. I have called and emailed and I have received no response
- I Love how my family & daughter feel the support from PSHC hands down to my daughters faculty advisor Mrs. Katherine Arguijo and Mrs. Mahoney for helping in my daughters education. We never got that help at our Irvine Public High school.
- I love the independency he gets, but still has an advisor to speak to.
- I strongly agreed because the teachers are doing great. My student in the other hand is not.
- mi hija a echo un cambio enorme desde que esta en acces , estoy muy satisfecha [my daughter changed a lot since she's in ACCESS, I am very satisfied]
- Mi hijo en esta escuela le an ayudado mucho y le dan comfiansa sus maestros y el personal son muy buenos yo estoy muy agradecida con ellos siempre . [They have helped my son a lot in this school, he trust his teachers and the staff is good, I'm forever thankful.]
- More weekly assignments wouldn't hurt
- Mrs Mastin has been very nice and understanding with my child
- My child struggles with social anxiety so this program is a real blessing.
- My son has mentioned in letters he is a straight A student! This is amazing, the confidence he is building at SYA is priceless... thank you

Comments: (continued)

- No teaching no help my so. Is struggling
- Pues no sabria que contestar porque solo se lo que mi hijo porque nadie se comunica para decirme acerca de su progreso [I did not know what to answer because I only know what my son shares, nobody communicates with me about his progress]
- Si mi hijo está haciendo mejor en la escuela y eso gracias al maestro que tiene porque eso créanme que tiene mucho que ver con que los maestros se involucren con los estudiantes a nivel académico pero también a nivel personal interesarse si algo está pasando con el estudiante [Yes, my son is doing better, thanks to his teacher. Believe me it has to do a lot with teachers being involved with the student; academically and personally, being interested if anything is happening with the student.]
- Teacher is helpful and communicates w us frequently
- Teachers are readily available. My daughter enjoys working with her teachers and finds them very helpful.
- Thank You PCHS. :)"
- This year has been difficult with Math and with Covid going on and not being able to go in for support it's been very difficult.
- Two hrs a day doesn't do much
- Wonderful teacher!
- Would do better if read assignments more thoroughly, researched better, and gave more thought to details

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

n=216

| Strongly Agree 36% | Agree 39% | Neither agree nor disagree 17% | Disagree 6% | Strongly Disagree 2% |

Comparison to 18-19
Note. % Strongly Agree + % Agree

81% (18-19)
75% (20-21)
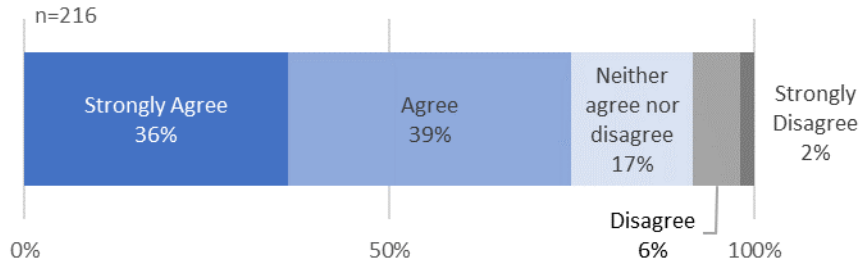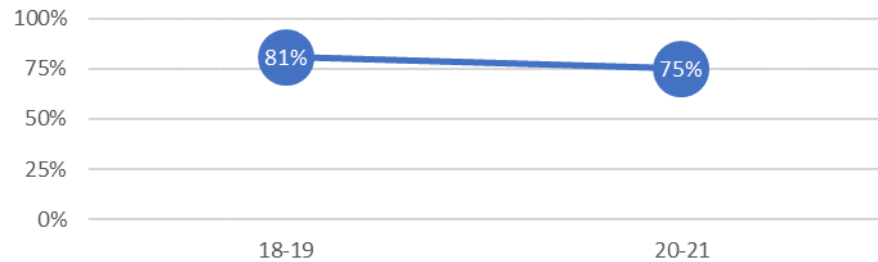
Comments:

- Aunque el maestro hable inglés y nosotros español eso no es obstáculo gracias a que el maestro siempre es accesible [Although the teacher speaks English and we speak Spanish, that has never been an obstacle, the teacher is always accessible]
- el maestro me dio muy buenas opciones que an ayudado a mejorar mucho a mi hija [the teacher gave excellent options that have helped my daughter improved]
- Have not communicated with my sons teacher yet, might be to early in the school year.
- Have not spoke with teacher.
- I have not heard from SYA educational team. Looking forward to discuss my sons status in school or graduation possibilities.
- I haven't had communication with the teachers at sunburst
- I haven't really had a conversation this year, but know I could reach out to Mrs. Lee (or any of her teachers) very easily. Mrs. Lee knows my daughter's goals and plan after graduating.
- It's been a while since Christian has been at school. I think we just keep playing phone tag we keep missing each other teacher and I don't even know what the score is located otherwise I want to get him this week
- Ive been in communication with my son teacher about his slow progress. He struggles with showing up on time.
- La verdad no. Porque nunca contestan mis llamadas [Truthfully, no. They never answer my calls]
- My child is doing well because Mrs Mastin helps a lot
- My daughter is independent in 11th grade, so I have no need to speak to her advisor/ teachers unless I need to intervene with an issue.
- No he tenido comunicacion con la escuela hasta ayer en el evento to Puertas Abiertas [I have not had communication with the school until yesterday at the Open Doors event]
- Our teacher has been extremely helpful and insightful with my daughter's learning style and her overall development.
- She is aware we want him to keep challenging himself.
- Si su maestra siempre gracias a dios esta al pendiente . [Yes, thanks be to God because the teacher is always on the look out]
- Teacher is hard to get in touch with

Comments: (continued)

- Teacher won't respond
- This year everything has been primarily in my senior daughter's hands, but I know she gets support from Katherine, her FA, and the school counselor, Mrs. Mahoney.
- We had meeting last week
- We lllove our teacher. She has been an invaluable support and wealth of knowledge for us homeschoolers
- We love our teacher Ms. Broyles she's been an amazing assist and resource to our family.

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

Communicate with me...
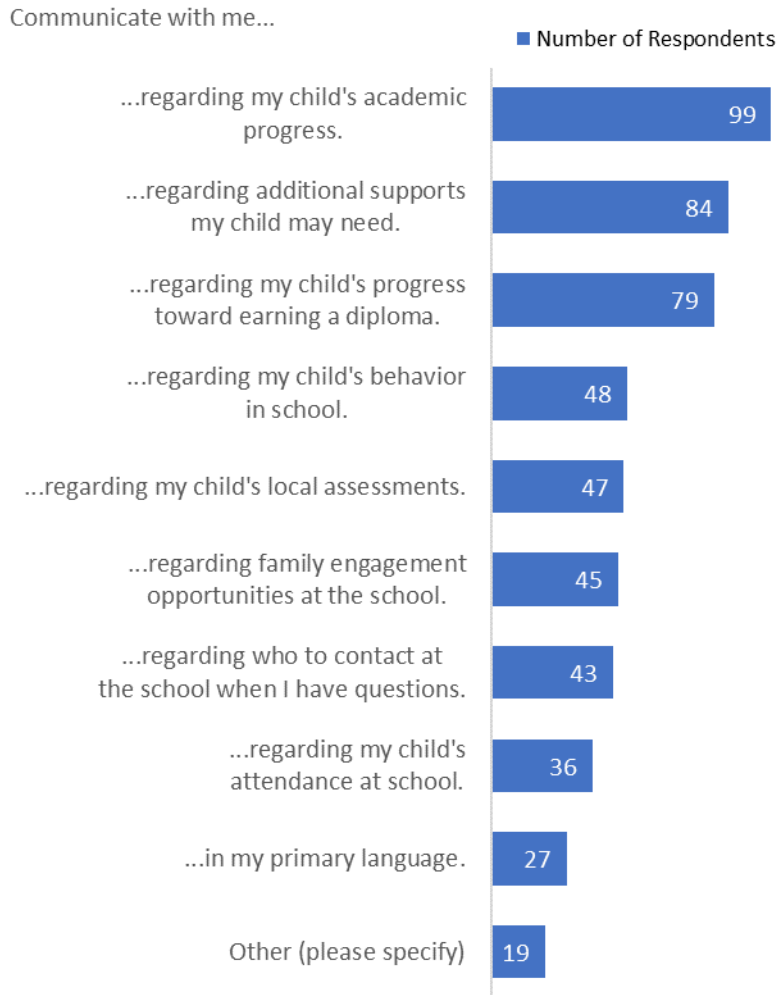
Write-in responses:

- communication is good
- Communication through text message would also be great since I do work many hours it's hard for me to answer the phone ,and text messaging Just works out better for me if I'm able to respond quicker.
- communication was excellent
- communication was excellent in all areas
- Doing great in all of the above
- Honestly I feel my child's teacher and school do all of the above things already
- I feel my communication issues were taken care of via my sons teacher and para
- I feel they have done a fantastic job communicating, our principal emails us, texts us and follows up with an email. We get reminders from staff and teachers it's been so helpful.
- More online academic classes
- N/A
- Need tutoring help
- Offer variety of hands on activities or classes including field trips
- School is communicating sufficiently
- She always help me understand my child and what is expected of her
- Teacher and para and liaison communicates frequently
- Toda la comunicación esta bien [All communications are fine]

Comments:

- I feel fortunate to have found this school and started while my child was in TK so that he can grow & make new friends here with other like minded families.
- I feel PCHS communicates all the information needed.
- I have enough support/communication from staff
- I know he is doing well it would be nice to know how many credits left we have remaining every time he goes and turns in homework.
- Just works out better for me if I'm able to respond quicker.
- nothing additional is needed
- PCHS is doing an incredible job and I do not feel they are lacking in any of these areas

4. Communication from the school is timely and consistent.

n=216

| Strongly Agree 48% | Agree 36% | Neither agree nor disagree 11% | Disagree 5% | Strongly Disagree 0.5% |

Comparison to 18-19
Note. % Strongly Agree + % Agree

18-19: 83%
20-21: 84%
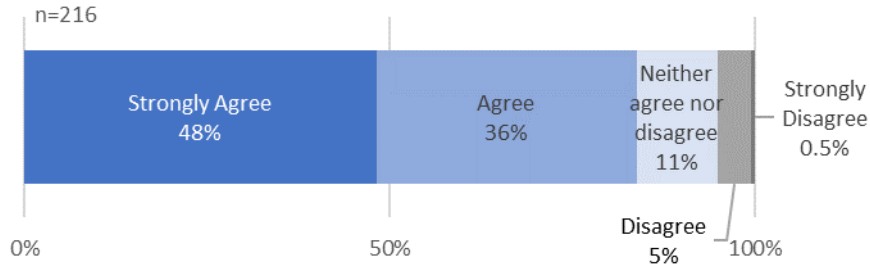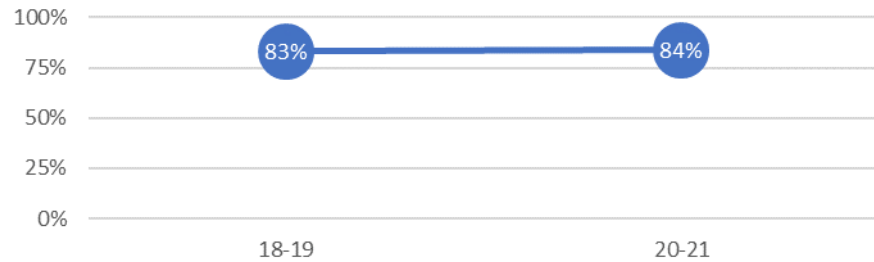
Comments:

- Communication from the teachers for individual classes is not timely.
- Comunicación con Lupe y la maestra es constante [Communication with Lupe and the teacher is constant]
- el maestro de mi hiia y yo estamos en contacto muy frecuentemente y creo que eso es muy importante [the teacher, my daughter, and I are in frequent contact, I think that is very important]
- En mi caso ellos sidmpre an tenido tiempo para atender todas las dudas la maestra de mi hijo y la muchacha que ayuda a todos los padres de familia [In my case, they have always had time to go over any questions I may have. My son's teacher and the Aide that helps the parents]
- Everything needs to be more organized so we a plan out in advance.
- Have not been there long enough to comment.
- I appreciate the quick messages from Machele. Very to the point and helpful.
- I can't emphasize enough how much they make communication a priority, there's not a step missed. Text, phone call, email, check in with teachers in the morning to cover it again. It's been great.
- Like I mentioned earlier I emailed and I called and I have not received any response or call back. My son needs to get in school ASAP text messaging would be ideal for me but if you give me a time and a date to expect your phone call then I can try to make myself available.
- Machele's texts and emails and phone calls are consistent. Quick, short, informative. I don't think we are missing much. Homeroom has been helpful with school announcements, too.
- Our 1st Educational meeting at the base was great, after that I have not heard anything.
- Porque tiene. Que haber una conexión entre padre y maestro así para poder ayudar al estudiante si en algo no anda bien [Yes because there needs to be a connection between parent-teacher to be able to help help the student in the case something is not working]
- Some times they answer some times not
- Teacher hasn't responded on on after school help
- When either myself or my son has a question they are answered right away

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

■ Number of Respondents

Topic	Number of Respondents
Social-emotional resources and support	81
Career readiness	76
Enrolling my child in college, including financial aid	73
Educational technology	71
College readiness skills (academic skills)	69
Parenting skills	57
Internet safety	54
Health and safety	54
Substance abuse prevention	42
Other (please specify)	5
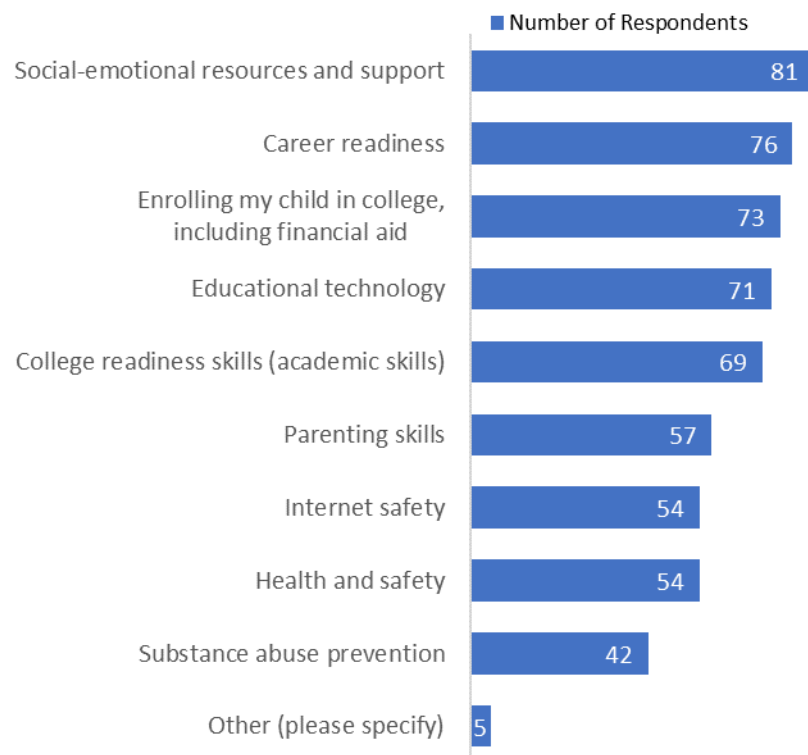
Write-in responses:
- During these times when our children are utilizing educational material online, much more especially during the pandemic... The internet doesn't have parental controls that block inappropriate material, images or videos. It takes one wrong click to traumatize a child in an image that they cannot unsee or understand. I am not excited about it. But I prefer educational material in books.
- Educacion financiera [Financial education] (FASFA)
- None
- Teacher takes lot crap from trouble teens

Comments:
- A FASFA meeting would have been helpful. As I was intimidated to do it and did have some questions.
- I feel the school has been doing a good job incorporating these things. I checked them for them to continue.
- I'm not sure they apply immediately to my family, but I would attend if a workshop was offered.
- Knowing what are the steps required for additional school would be of great help
- Si porque muchas veces los muchachos piensan que ellos no pueden llegar a la universidad o al colegio porque no saben que hay ayuda y herramientas para poder lograrlo y ojalá que haya algunas clases con los estudiantes de Disciplina positiva ya que hay para padres y para que haya para los muchachos [Yes, because the kids don't know they can go to college/university, they're not aware of the aid and tools to achieve it. Wish there were Positive Discipline classes for students as there is for parents]
- Volunteer Programs or Work availability according to their age

6. My child's school supports and values cultural diversity.

n=216

| Strongly Agree 44% | Agree 35% | Neither agree nor disagree 20% | Strongly Disagree 0.5% |

0%   50%   100%
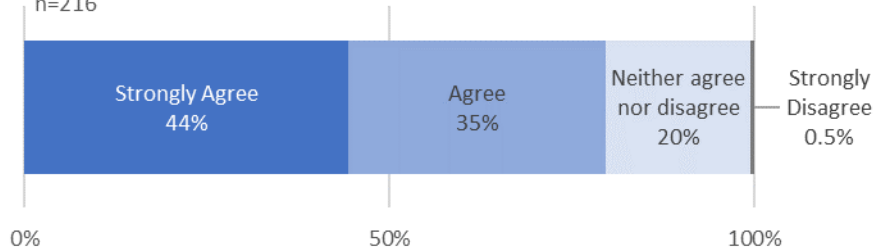
Comparison to 18-19 is N/A, this survey item is new for 20-21.

Comments:
- I hope so
- My daughter has two very close friends she met at PCHS. One is Hispanic and the other is Indian. One, a devout Catholic and the other a devout Hindi, respectively. My daughter, a Christian, has found that the school has actually helped them communicate, inquire, appreciate each other respectfully.
- My son started to attend this program because of personal needs and the school has supported him reach his goal I'm thankful for programs like this one.
- Si nunca he visto que hagan de menos a nadie [Yes, I have never seen them looking down on anybody]
- Twice this year we have been invited to participate in school events sponsored by Saddleback church. This is a religious institution being supported by a public school. I find this horrifying. Just because we are in a pandemic, we don't abandon reason. Churches do NOT belong in public schools.
- We've received packets including different cultures from Martin Luther king to incorporating different things at hope to help diverse our child.

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

n=215

| Strongly Agree 34% | Agree 36% | Neither agree nor disagree 26% | |

Disagree 4%

0%   50%   100%
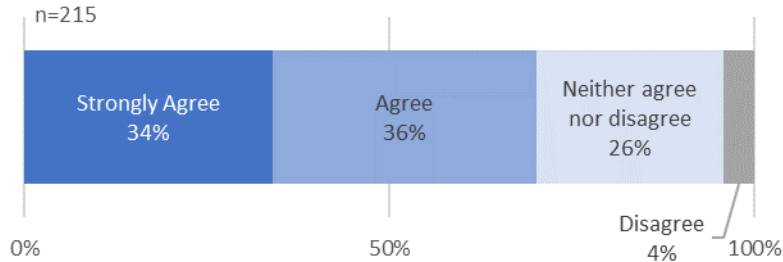
Comparison to 18-19 is N/A, this survey item is new for 20-21.

Comments:

- Being a remote school and during Covid, my child is lacking socially and It has been extremely difficult for her emotionally.
- California Covid regulations have been incredibly detrimental to children. My daughter's pediatrician has called twice the past year to check on her grades and mental status. Keeping kids out of school has been the most detrimental event of the century to kids,both academically and psychologically.
- during the distance learning time, it would be very nice to have more ice breaker and purely social interaction time with classmates. It could be games, book discussions, sharing or art time.
- However this is largely due to covid!
- I feel schools are at a disadvantage due to COVID and children not being able to attend. I feel our school does meet the needs before COVID & will once this pandemic is over continue to do a stellar job.
- I'm not sure that's possible with the current covid adjustments that have been put into action, in lue of recent events... previous to the plandemic, however, I feel the school was putting significant effort into helping my children understand their social/emotional needs for better self-sufficiency
- It's hard to meet these needs during the pandemic so I would say N/A.
- Mi hija está en Waymakers [My daughter is at Waymakers]
- More emotional support would be good
- More social activities would have been nice. Prom is great, but maybe (pre-pandemic) it would have been nice to have organized events (dance/ movie night/ beach bonfire/ opportunities to meet more peers).
- My son is self driven so we don't have any issues of him attending this school.
- Not able to answer. Have not spoke with anyone.
- Si ellos siempre estan al pendiente de mi hijo en mi caso [In my case, yes. They're always looking out for my son]
- Thank you! You guys are doing an amazing work!
- They offered counseling for my daughter
- This year has been tough. Teacher's having flexible Zoom schedules has been very helpful and we're hopeful that can continue after the pandemic. Prom will be VERY helpful. She is so grateful for the opportunity to just see friends and teachers in person.

8. The school is a safe place for my child.
n=215

| Strongly Agree 52% | Agree 37% | Neither agree nor disagree 11% |

Comparison to 18-19
Note. % Strongly Agree + % Agree

89% (18-19) — 89% (20-21)
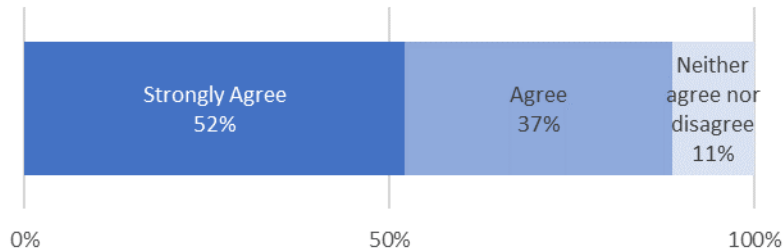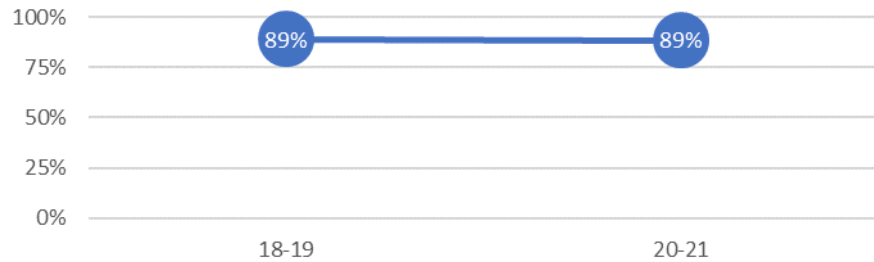
Comments:
- Does not have classes on campus
- En cualquier lado en estos tiempos nada es seguro. [Nowadays, everywhere is unsafe]
- I would like more online educational opportunities... science labs Hand on, history zoom fieldtrips interactive, math hands on creative concepts and reading clubs with incentives goals. But organized and practiced before introduced to the kids.
- Mastin does great job but other classes not so much
- Our son goes once every two week to meet with his teacher, we wait for him and have no problems with him meeting his teacher.
- So como esta lo de la pandemia debería haber más limpieza de lo normal tener más desinfectantes en salón al entrar y que los estudiantes limpien su propio espacio de estudio [So with this pandemic there should be more cleaning than normal, more disinfectants at the room entrance so the students can clean their own studying space]
- We are able to work at home which works best for my child.
- We are not on campus
- Wholeheartedly I agree, parents are allowed on campus and attend class with kids or help, they encourage parent support.
- Yes, she is safe, but perhaps she wouldn't feel that way if she were Muslim, Jewish, Atheist, or anything that doesn't fall in line with Saddleback Church.

9. I agree with the priorities of the ACCESS school program: (Technology, Parent/Student Engagement, and College, Career and Life Readiness)

n=215

Strongly Agree 48%	Agree 37%	Neither agree nor disagree 13%	

Disagree 2%

0%   50%   100%

Comparison to 18-19

Note. % Strongly Agree + % Agree

87% (18-19)   85% (20-21)
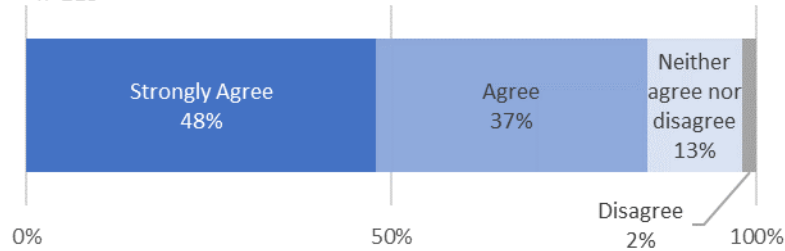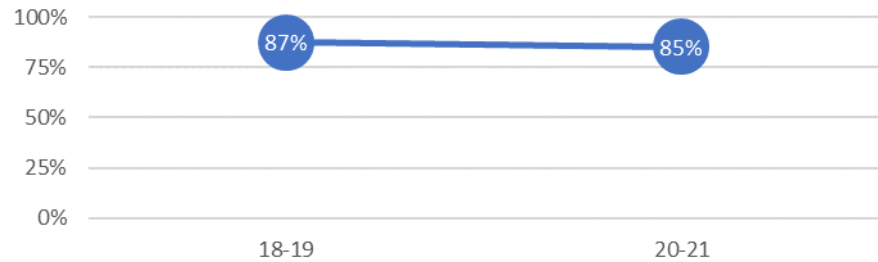
Comments:

- I have not seen any technology programs or the college help maybe because we just joined but looking forward to get information on it so we can make a decision on what's next for our son
- Not sure about this question, or what is exactly addressing
- Siento que debería de haber algo más que atraiga a los padres para que se involucren con los estudiantes ahí en cada plantel no hacer una junta obligatoria en alguna escuela regular sino en cada plantel de access y que sea OBLIGATORIO que asistan los padres a veces necesitamos ese empujoncito [I feel there should be something more to attract parents to become involved with students at each campus, not make a mandatory meeting in a regular school but in every ACCESS campus and make it mandatory for parents to attend, sometimes we need that little push]

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

n=215

| Strongly Agree 30% | Agree 39% | Neither agree nor disagree 26% | Disagree 5% | Strongly Disagree 0.5% |

Comparison to 18-19

Note. % Strongly Agree + % Agree

18-19: 79%
20-21: 69%
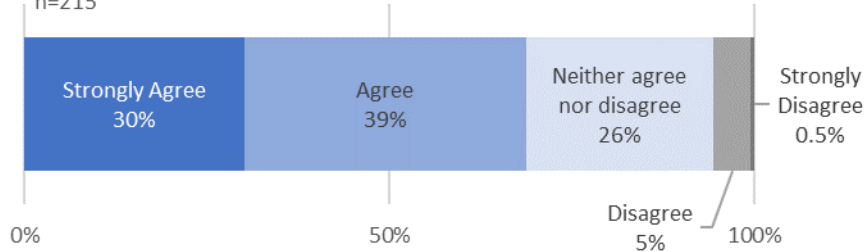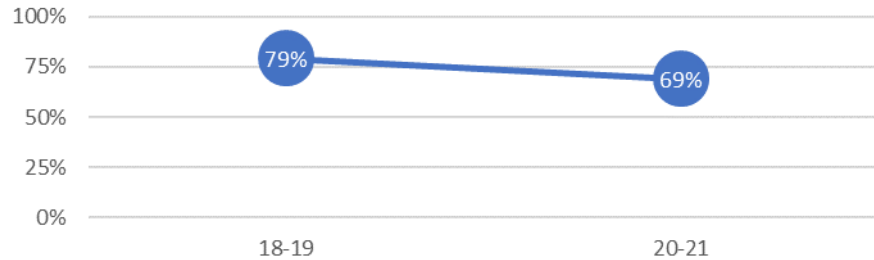
Comments:

- E sentido confianza en la escuela para ayudar con todo lo que estoy pasando con mo hija. [I trust the school to help with everything that I am going through with my daughter.]
- Eso también depende de los [That also depends on the]
- I am happy with the support from Ms. Herron, Lupe and Mo. I would like my son to stay in ACCESS since it is close to home.
- I feel that by him attending this school has helped him reach his personal goals to help others in the community are. There for he is preparing himself for the real life. Also with his teachers help he is learning the value of hard work for who knows college.
- Me. Kennelly has been really great keeping me updated on my son's progress.
- Muchachos porque yo animo mucho a mi hijo en que si puede ir a la uní o al colegio [It also depends on the children, I encourage my son a lot, tell him he can go to college or university]
- My daughter has a great teacher.
- Skyview Teachers and staff are wonderful.
- Somewhat agree 🙂🙂
- Thank you so much!!!
- These kids are students that need that extra help and attention that's why they're in this program. My understanding sometimes teachers ignore or put them down during class. Teachers are there to help and teach Not to judge. More encouragement and listening to them would help them achieve their goa

ACCESS Student Feedback -
(ACCESS Community Schools)

2020-2021

Prepared by
Orange County Department of Education
Evaluation, Assessment & Data Center

April 2021

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

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

Method:
The survey was administered as an online survey with an approximate 3-week administration window; March 19, 2021 to April 12, 2021. Following standard Evaluation, Assessment & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real time. The webpage address was emailed to the district the day after the survey window opened to ensure a high response rate. **At the end of the survey window, 310 survey responses were received (N=310 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, while some survey items are newly developed for 2020-21.

ACCESS 20-21 Student Feedback (ACCESS Community Schools)

What Area do you attend?
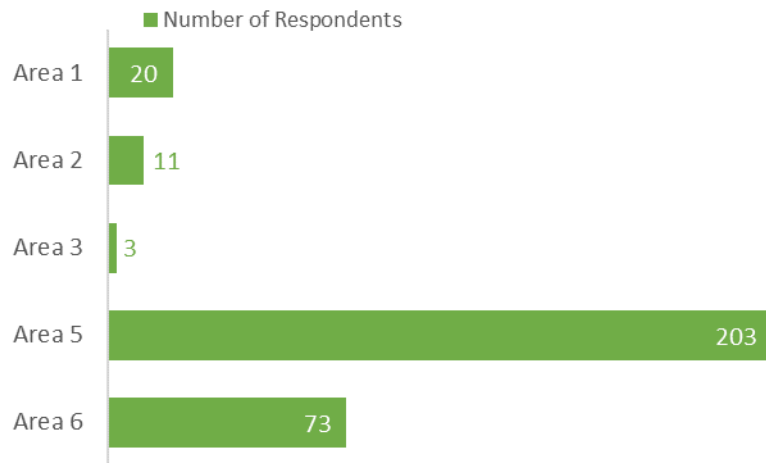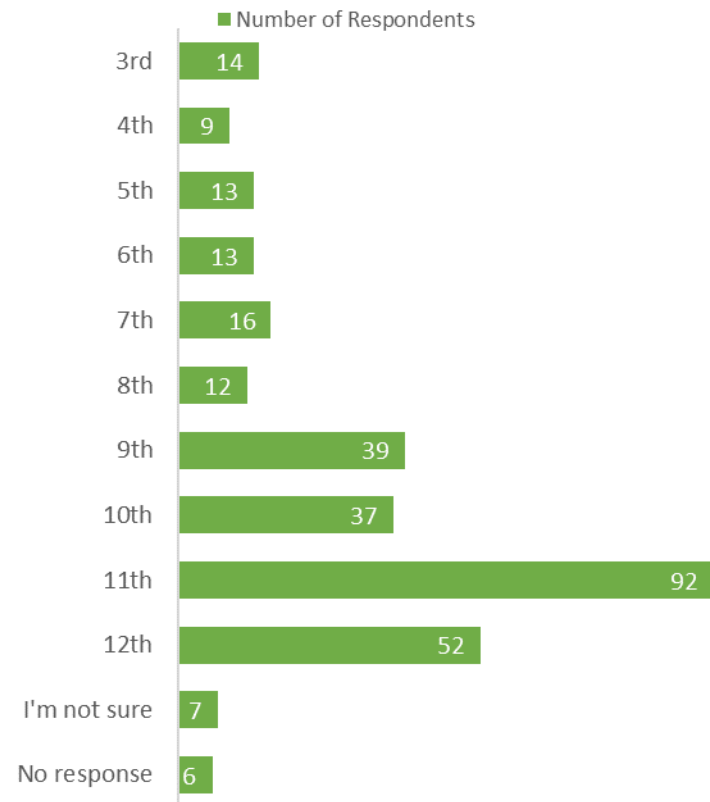
■ Number of Respondents

Area	Number of Respondents
Area 1	20
Area 2	11
Area 3	3
Area 5	203
Area 6	73

Your grade level:

■ Number of Respondents

Grade	Number of Respondents
3rd	14
4th	9
5th	13
6th	13
7th	16
8th	12
9th	39
10th	37
11th	92
12th	52
I'm not sure	7
No response	6

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

n=309

Strongly Agree 65%

Agree 29%

Neither agree nor disagree 4%

Disagree 2%

0%   50%   100%

Comparison to 18-19

Note. % Strongly Agree + % Agree

100%

75%

88%   94%

50%

25%

0%

18-19   20-21
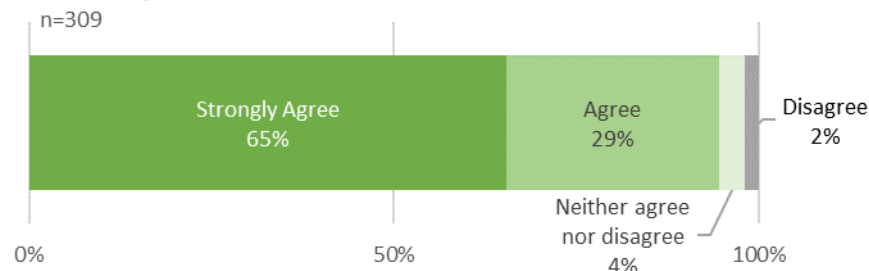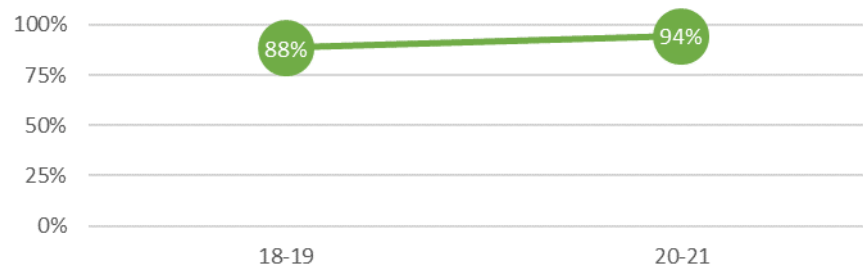
Comments:

- A lot of the science and social studies asks to do things with peers in your class which seems ridiculous when at home without peers
- Additional online resources and interactive learning games would be a big plus for younger graders! :)
- best place on earth... sometimes
- Best school & staff to ever teach me. Wonderful motivation and encouragement.
- Books are provided but never used
- For English I did not have access to the online program the text mentions.
- Great School
- I do wish that my accounting class provided a textbook or ebook with definitions and formulas to help me learn and study. It has been difficult to get through the class with nowhere to learn from!
- i got tons of books available and ready for me to use.
- I haven't used the textbook much, but there is a lot of good info in there that helps understand core topics, at least in math, and very useful.
- I think the science books could be better... for both kindergarten and 5th grade.
- I wasn't provided with a physical copy of Macbeth but I was provided with the audio.
- I wish they had provided kids with other options besides book materials
- it's a good school
- Online classes are well set up and easy to follow directions and offer challenging assignments
- School materials are always adequate and very easy to follow.
- Some Better Food And Get Ride Of Face Masks Or Make Ones That People With Glasses Can Wear Comfortably Its Annoying As [expletive] To Be Honest But Other Than That The Food Is Hard For Me To Eat And Make It So We Can Walk In The Hallways And Make It A Little More Entertaining School That Way Its Fun.

Comments: (continued)

- Some of the textbooks are very old and dated when it comes to technological topics, internet, and research.
- Textbooks provided but classes and other learning opportunities offered could be greatly improved. Very disappointed in CHEP over the past 2-3 years
- The hardest part is some of the science and social studies not being as interactive as we would like. I think There are on line resources I havent Accessed
- There used to be more availability for extra learning material that was very easy and simple to get to. With the new location, that feeling all went away.
- Yes they do provide with the textbooks I need:

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

■ Number of Respondents

Category	Number of Respondents
Textbooks	283
Clever/my email account	235
Printed school work	197
Laptop	191
Books for recreational reading	185
Information about my credit status	167
Help with my social-emotional needs (mental health kits, counselor, etc.)	165
Hotspot	94
Other (please specify)	20
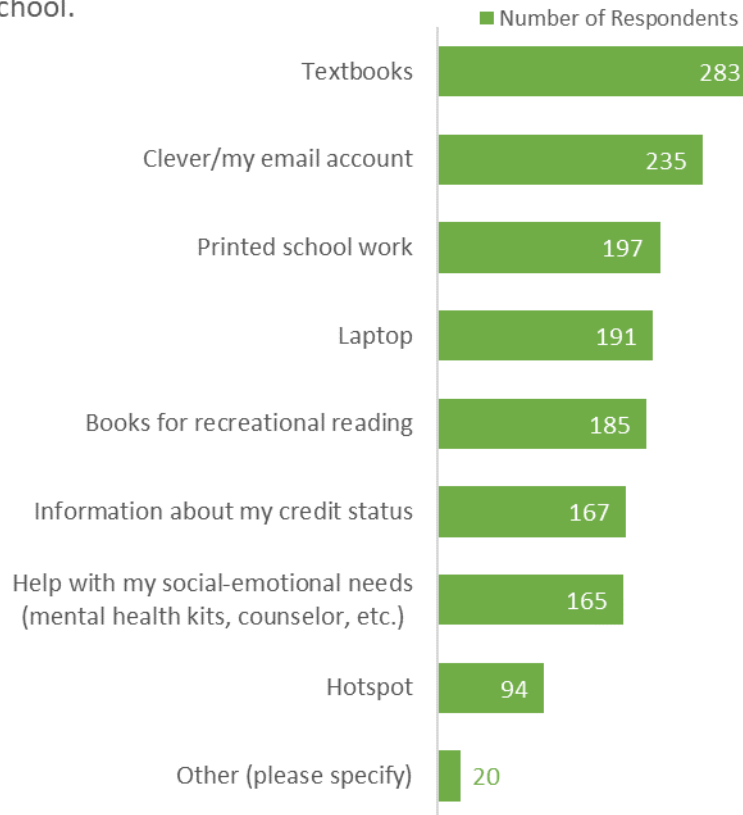
Write-in responses:
- additional help for teachers and staff
- Art supplies are also given to me for class
- Supplies
- Art supplies.
- College and career guidance counseling
- extra curricular camps and art
- Good teachers as well
- great learning environment.
- mental support
- Mentors
- My school helps with. All of these it's just It doesn't apply to me which is why I didn't mark them
- Needs outside of school
- On campus Chromebook
- Online courses. Various support options for the classes. Home room.
- other personal needs
- science equipment for homeschooling
- Sometimes receptionist Debbie gives you snacks. Give this woman a medal.
- They have agreed to try and provid me with a keyboard which I really need to complete my homework on my laptop due to the original one on mine is broken.

Comments:
- All these areas are provided at the school, however, the ones I marked are the tools that I have used.
- Didn't need anything else.
- Give us free time on our laptops when we are done with all of our work.
- laptop
- Mt email account is from ocde, and I didn't need any help with social or emotional needs, just needed a little help with getting school down, and bringing my grades up.
- My school provides some of the services/resources above that I have not selected, however, I have not needed or used all of the services or resources that are available at my school, so I did not select that option.
- The rest were offered but I didn't need them.

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

n=309

| Strongly Agree 51% | Agree 32% | Neither agree nor disagree 14% | Disagree 3% |

0%   50%   100%

Comparison to 18-19
Note. % Strongly Agree + % Agree

78%   83%

18-19   20-21
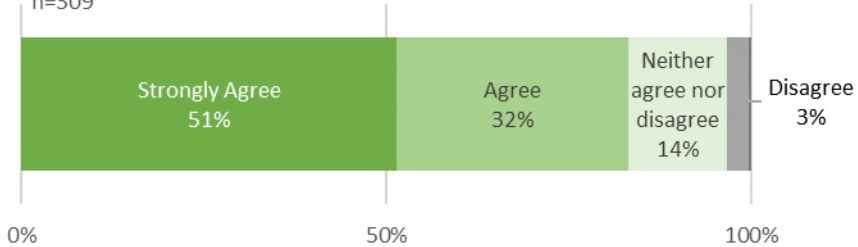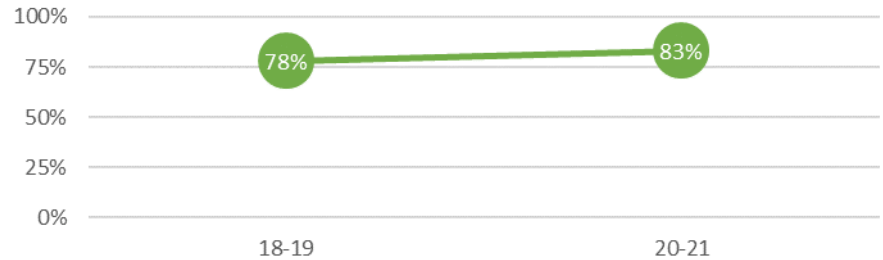
Comments:
- I have received a lot of help in school, helping me understand the material, and getting my assignments done on time with good credit.
- My teacher always helps me understand what I'm learning.
- our teacher has been extremely dedicated and proactive with educational guidance, mental health techniques, and family support!
- They don't really tell my parents a lot of things, well that I know of.
- they inform my mother
- They mainly work with the students, providing a sense of responsibility and motivation.
- we can talk to our parents like once every two weeks or something, and my mom hasnt said anything to me about school so I dont know.

4. My input has been included in my education plan.

n=308

| Strongly Agree 42% | Agree 40% | Neither agree nor disagree 16% | Disagree 1% | Strongly Disagree 1% |

0%   50%   100%
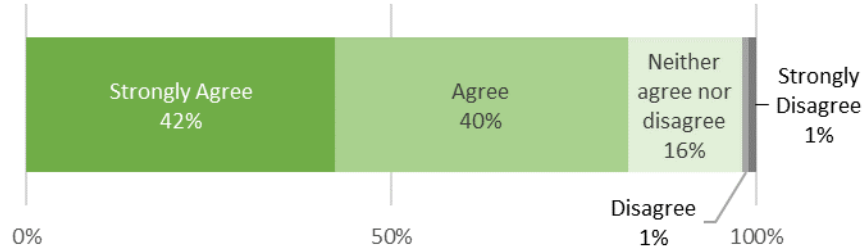
Comparison to 18-19 is N/A, this survey item is new for 20-21.

Comments:

- Don't know
- I am planning to graduate a year early (Class of 2022) and this school allows me to do so. The school makes it very easy to accomplish, and my faculty advisor worked along with me to make a plan for the rest of my school years.
- I don't really understand what this question means
- I don't really understand what this question means.
- I Haven't Spoken To Anyone About My Credits Or Anything Of That Sort.
- I would like to graduate early, and become an engineer of some sort, most likely a electrical one, and my counselor has helped a lot, and even learning more important things like money management, and entrepreneurship.
- im really not too sure
- My dad gets to choose what classes I take and makes the plans, I have no input on it.

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

■ Number of Respondents

Information about resources such as tutoring	130
More communication with my teacher	99
Help using technology	63
Other (please specify)	46
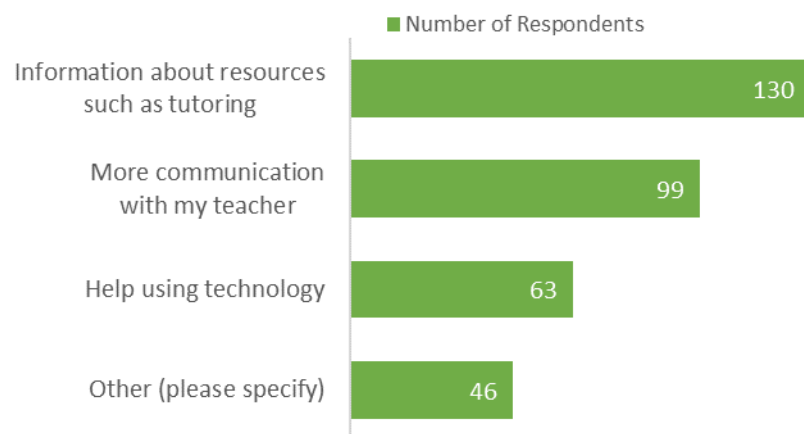
Write-in responses:
- Let us choose certain classes that we want.
- A way of learning that can help me remember all the things I learned not just some of the things.
- All in above
- All of the above is provided
- An accounting textbook or something similar
- CHEP provides all I need.
- Classes for parents on homeschooling strategies
- Everything is good
- Have some fun elective classes
- help motivate me to do my schoolwork
- helps me understand how to earn more credits to graduate on time.
- Hopefully we can have in person classes soon

Write-in responses: (continued)
- I believe that the school should allow us to listen to music. I believe this because music is a way people can blow off steam and relax. My peers and I are going through a very stressful time especially not seeing family faces and adapting to a new lifestyle here at the sunburst youth academy. Everyday here at sunburst I hear my peers talk about how they wanna quit on themselves because of how stressed they are, I can relate to that because I know how times can get here. My fellow cadet along with I would improve way more in class if we were able to listen to music at times because of the fact that it would relax us more and focus us on the task at hand.
- I dont know
- I have the best teacher that answers all my questions. I can't think of anything that would help my learning goals more.
- Maybe give out transportation passes such as bus passes, Or offer counseling and tutoring.
- More classes for the kids. A computer lab, Science labs, hands on learning, lunch room, space for kids to relax and eat lunch
- More information to help with assignments like books to use to help us find the answers quicker (like history)
- More resources, such as science.
- More student/peer assistance...tutors.
- More visual teaching resources
- music
- N/A
- n/a
- none
- Nothing
- Nothing

Write-in responses: (continued)

- Nothing the school can do, but what I can do as in talking with my teachers for help
- on-site chess class would be nice
- PCHS Math program
- Provide hands on relevant learning opportunities. Foreign language, technology, PE/ mindfulness or yoga classes
- Provide math tutors
- Provide more types of courses. Different types of art classes. Add more than 4. Perhaps a procreate class for those who have an ipad with apple pencil capacity.
- Sending information about internship opportunities and other future preparation/college preparation course or opportunities!
- SYA does everything listed
- Talking more with a counselor
- Teach us how to survive being an adult please, thank you.
- teach us something that would actually benefit us, what we learn has and will have no purpose for tasks and jobs in the world. half of the things we're learning will never help us and i think that we should learn things we're actually going to need, for example how to pay taxes, credit card information and how to get a good credit score, etc.
- The steps to reach that goal. Provide information about that goal if it involves your future career.
- they already do all these as well
- they cover everything I possibly need, they are so helpful
- University Prep

Comments:

- I have bad experiences with asking for help from teachers from different schools, but the teachers at my school are very helpful and caring, and I really appreciate their help.
- I have experienced multiple times where teachers never respond to my questions.
- I have had a really good year, and I don't think anything could be improved. 😬
- Most of algebra through PCHS is self-guided and lots of work. Would be helpful to have more live or recorded classes to help explain the work. Rely a lot on Khan.
- Most of the teachers at my school are very helpful and communicate often with their students to help them with their school work and any questions that they may have.

Comments: (continued)

- My school is great and I am really happy
- No one helps me with my questions in school, the teachers don't provide help, and there is really no communication between anyone for my school work.
- Other than an accounting textbook to learn from, this school has done a really good job providing resources.
- School can do much more! Classes, field trips, speakers, workshops, access to online learning sites so that EVERY family knows about all that is available. Support groups, principal meetings, teachers willing to teach engaging classes that are relevant to society today and students' futures.
- There should be more activities available to the kids. Music? Science experiments? There needs to be more since this is basically school at home.
- which I feel more communication needs to be done on my part, the teachers/faculty are all very good about communicating.

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

n=308

Strongly Agree 48%	Agree 40%

Neither agree nor disagree 8%

Disagree 3%

Strongly Disagree 1%

0% 50% 100%
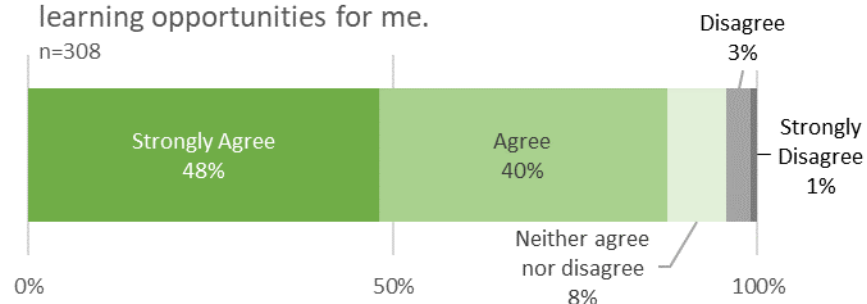
Comparison to 18-19 is N/A, this survey item is new for 20-21.

Comments:
- CHEP is fine. The science curriculum is really bad - spelling errors, incorrect facts, boring content that's not well explained. Rest of curriculum is just average.
- Ms. G taught a few writing classes but it was cancelled. They were helpful.
- Not CHEP currently! Not just due to Covid either. Downhill in past couple of years w new administration and lack of leadership before current principal. In the past nothing could compare to CHEP. So sad what it has become.
- Not Saying They Don't I'm Different With Learning I Need More Hands On Type Of Stuff Its Just How I Personally Learn The Best

7. My school supports and values cultural diversity.

n=306

| Strongly Agree 55% | Agree 30% | Neither agree nor disagree 13% | Disagree 1% | Strongly Disagree 1% |

0%   50%   100%
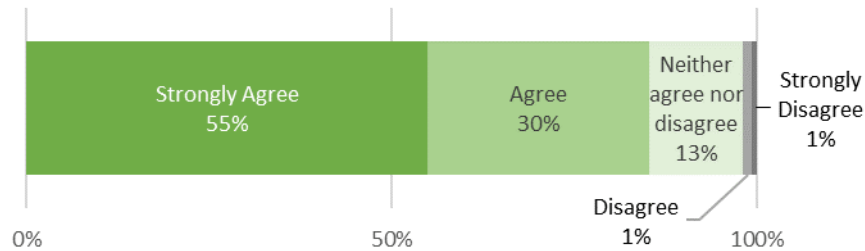
Comparison to 18-19 is N/A, this survey item is new for 20-21.

Comments:
- Don't know enough to answer.
- I cant comment on This Topic.
- It could include a little more about Black Heroes.
- racist comments alot but its whatever
- Some of the history books are almost trying too hard to demonstrate cultural diversity as it appears they're trying to have every group represented in a contribution and we end up not actually learning much about the topic.
- When I used to go into the school in person, I was in classes with kids from different places, different backgrounds, and different religions. This school is very good with this.

8. My school prepares me for future college or career paths.

n=307

| Strongly Agree 54% | Agree 31% | Neither agree nor disagree 11% | Disagree 2% | Strongly Disagree 1% |

Comparison to 18-19

Note. % Strongly Agree + % Agree

18-19: 85%
20-21: 86%
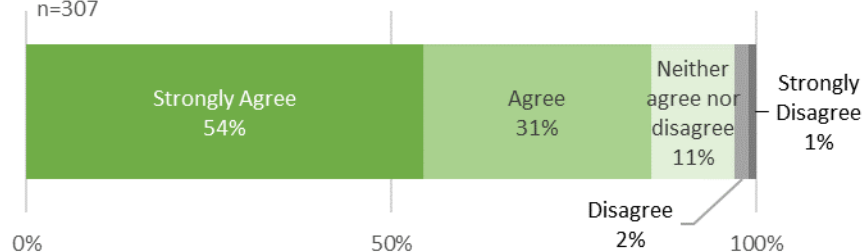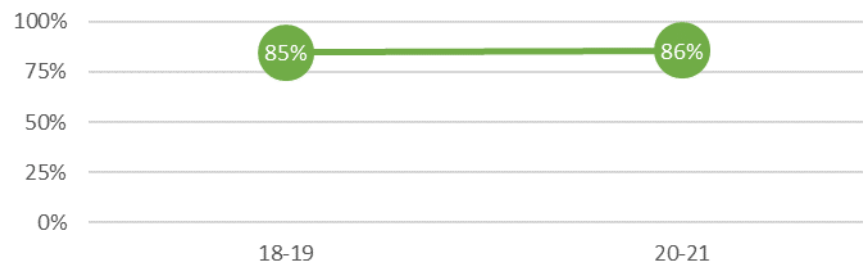
Comments:

- I would prefer it if additional information on internships related to my future career or profession were given. Or if I was directed to classes that could support my future career or college path.
- I've received inaccurate information before regarding my college eligibility. I also feel as though the school is better equipped to prepare us for community college and careers rather than 4 year universities.
- N/A
- Nothing specialized. All just general common core classes.
- Yes They Do If We Complete Sunburst We Can Get A Chance To Go To A College Like We Go FOR Free A Scholarship For Long Beach College

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

■ Number of Respondents

Staff	Number of Respondents
Principal	213
School Counselor	196
Clinician	61
Nurse	60
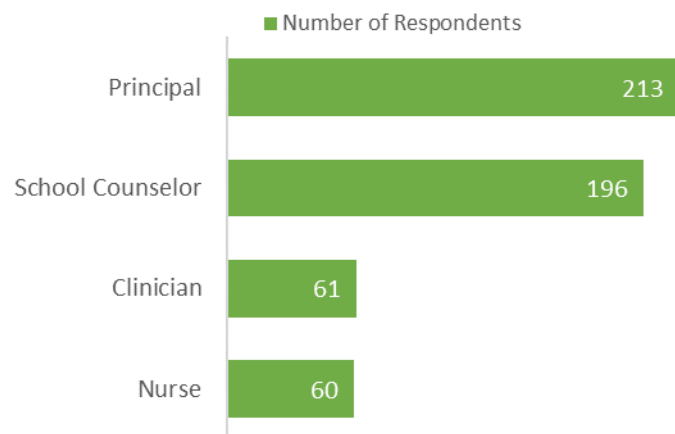
Comments:
- Best school for education
- i am familiar mostly with my teacher
- I have not met anyone.
- i havent really spoke with any of them
- I'm not sure if my school has a nurse or clinician. Maybe it does, maybe not.
- Know my teacher.
- Ms. P is the only person I know.
- my teacher
- Neither I was familiar with my teacher
- none
- None of the above
- None, but I have a great teacher.
- On line therapist provided support to class during pandemic.
- Pacific Coast High School has very caring and supportive teachers and staff that have the best interest for all of their students!
- Seen principal around but not usually present at events or during class days.
- the nurse is the medics on base and the clinician is provided if need be

ACCESS Student Feedback -
(ACCESS Juvenile Hall Schools)

2020-2021

Prepared by
Orange County Department of Education
Evaluation, Assessment & Data Center

April 2021

ACCESS 20-21 Student Feedback (ACCESS Juvenile Hall 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 3-week administration window; March 19, 2021 to April 12, 2021. A paper version was provided for students without a device capable of accessing the internet. Following standard Evaluation, Assessment & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real time. The webpage address was emailed to the district the day after the survey window opened to ensure a high response rate. **At the end of the survey window, 100 survey responses were received (N=100 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, while some survey items are newly developed for 2020-21.

ACCESS 20-21 Student Feedback (ACCESS Juvenile Hall Schools)
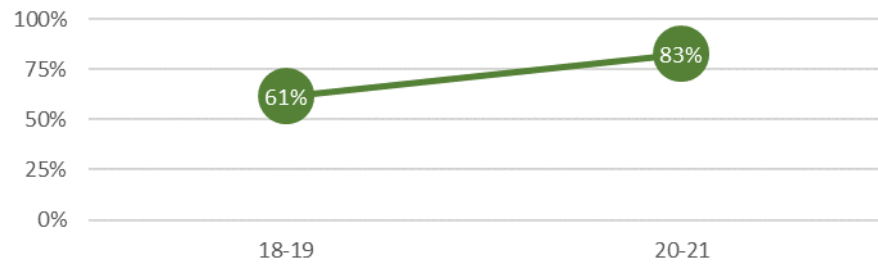
What school site do you attend?
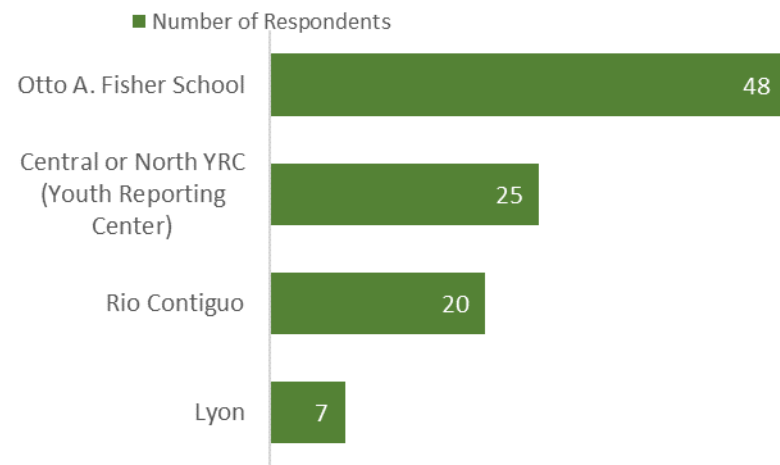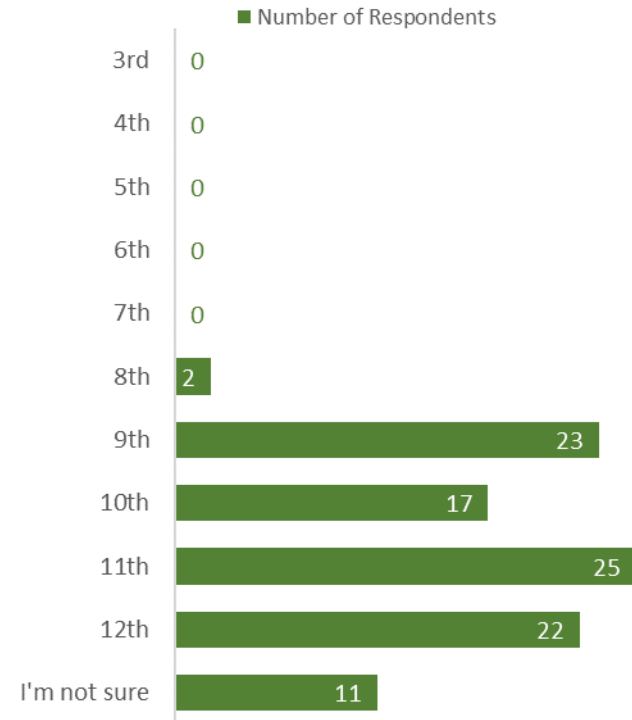
■ Number of Respondents

School Site	Number of Respondents
Otto A. Fisher School	48
Central or North YRC (Youth Reporting Center)	25
Rio Contiguo	20
Lyon	7

Your grade level:

■ Number of Respondents

Grade	Number of Respondents
3rd	0
4th	0
5th	0
6th	0
7th	0
8th	2
9th	23
10th	17
11th	25
12th	22
I'm not sure	11

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

n=98

| Strongly Agree 44% | Agree 39% | Neither agree nor disagree 11% | Disagree 2% | Strongly Disagree 4% |

Comparison to 18-19
Note. % Strongly Agree + % Agree

18-19: 61%
20-21: 83%
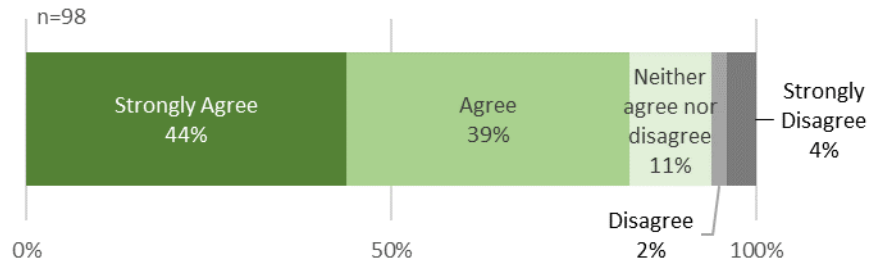
Comments:
- I like my teachers.
- I think that every grade level should be separated because we're in different grades
- My teacher is very patient and has helped me for over 6 months.
- the teachers cool
- we have great book and stuff to use

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

■ Number of Respondents

Category	Number of Respondents
Laptop	73
Printed school work	64
Information about my credit status	64
Textbooks	60
Books for recreational reading	51
Help with my social-emotional needs	40
Other (please specify)	14
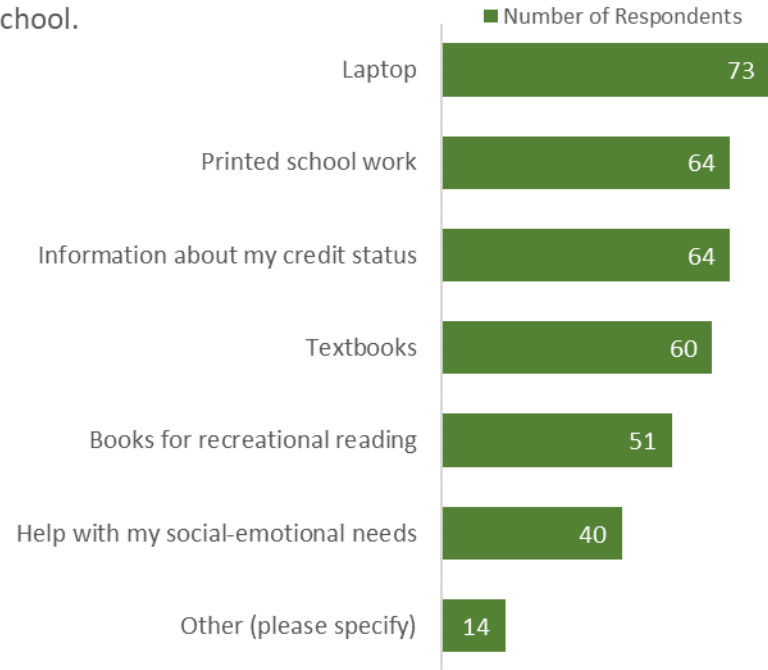
Write-in responses:
- Computers
- Extra Help
- Hotspot
- hotspot
- I was provided information on how to turn in work on google classroom
- Internet
- Internet Access
- Internet hotspot
- Online materials
- Pencils
- They are kind
- WiFi hotspot

Comments:
- Google classroom.
- I have a lot of resources at Otto A. Fischer
- None.
- this school is great ive been here for a long time
- We have class every school day and we do assignments online on
- We need laptops!!! ASAP

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

n=97

| Strongly Agree 23% | Agree 29% | Neither agree nor disagree 27% | Disagree 9% | Strongly Disagree 12% |

0%   50%   100%

Comparison to 18-19
Note. % Strongly Agree + % Agree

75%

56% · · · · · · · · · · · · · 52%

50%

25%

0%

18-19   20-21
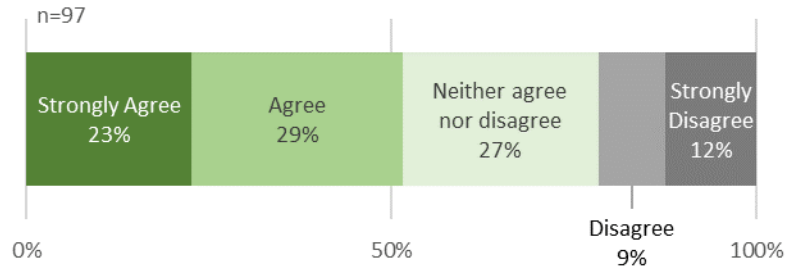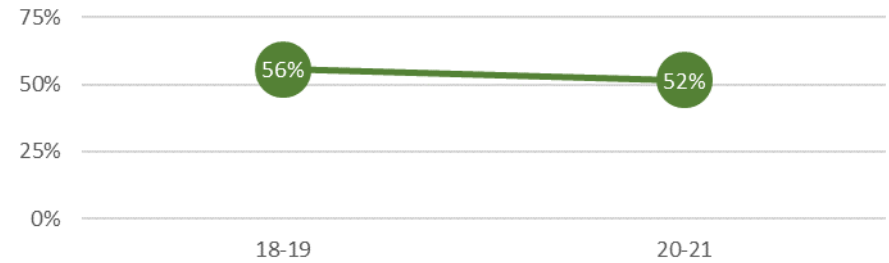
Comments:
- I have IEP
- School don't even know whats good for me.

4. My input has been included in my education plan.

n=98

| Strongly Agree 28% | Agree 33% | Neither agree nor disagree 27% | | Strongly Disagree 6% |

Disagree 7%

0%   50%   100%
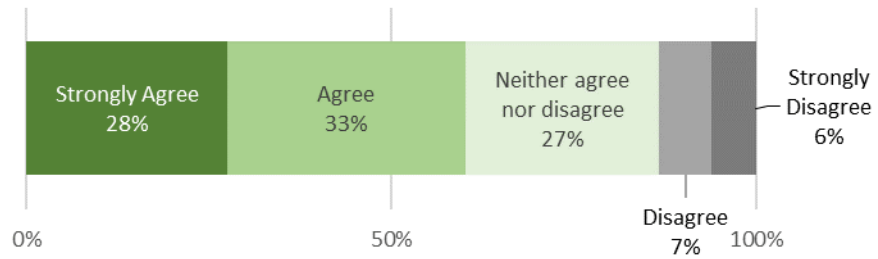
Comparison to 18-19 is N/A, this survey item is new for 20-21.

Comments:

- classroom 10 doesn't include my input

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

■ Number of Respondents

Category	Number of Respondents
Information about resources such as tutoring	39
More communication with my teacher	35
Help using technology	33
Other (please specify)	27
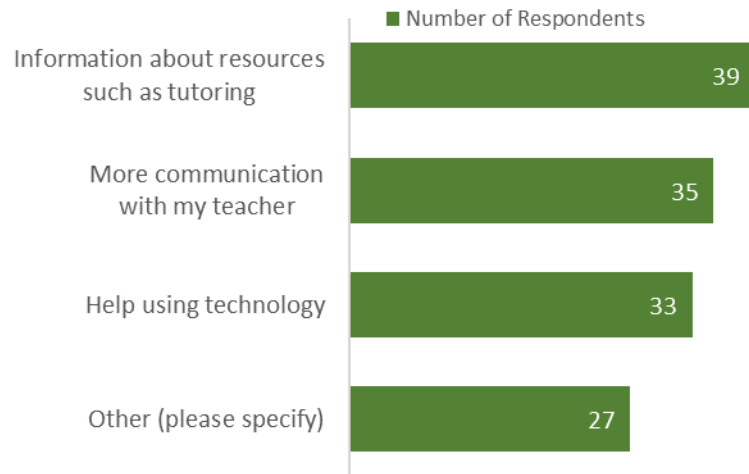
Write-in responses:
- Doing good
- Doing great!
- edible incentives
- I don't think I need any help to help me better achieve my learning goals.
- laptops
- make school fun
- Math tutoring
- Nothing really.
- rewards
- to help with socail skill.
- Tutoring
- Tutors and more programs

Comments:
- Mr. A and Dr. W are great teachers and very helpful. Both are very strict, but worth it because we are learning a lot.
- My teachers are awesome! Dr. W and Mr. A are the best.
- My teachers are great and I would like to have more time with them.
- My teachers are really good.
- no more Iready
- None.
- only assign school work for credits needed not stuff we learned already
- Only in Miss R

6. My school provides meaningful and engaging learning opportunites for me.

n=98

Strongly Agree 38%

Agree 38%

Neither agree nor disagree 18%

Disagree 4%

Strongly Disagree 2%

0%   50%   100%
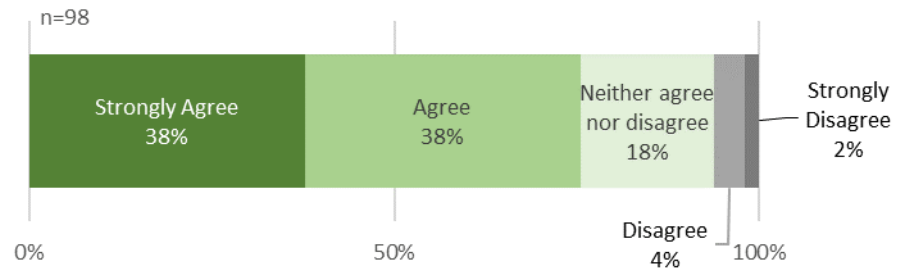
Comparison to 18-19 is N/A, this survey item is new for 20-21.

Comments:
- its always been great with the work here

7. My school supports and values cultural diversity.

n=98
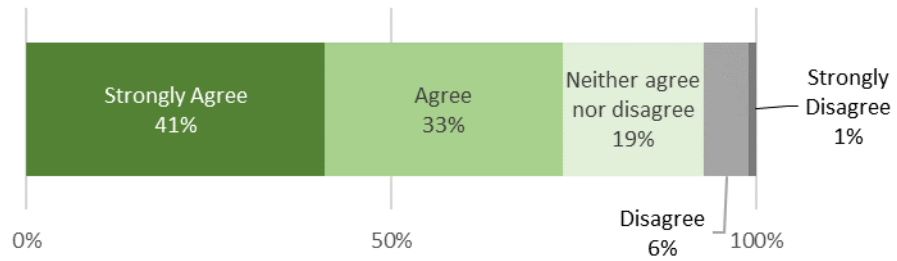
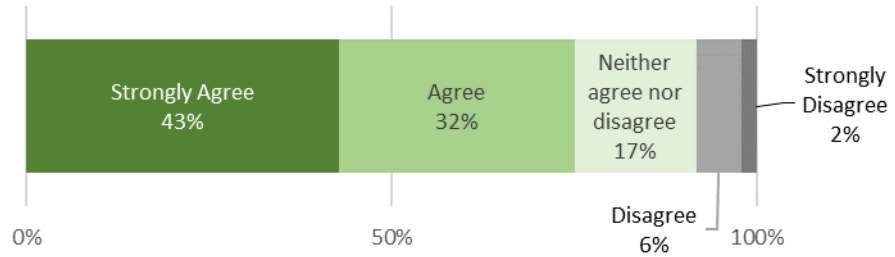Comparison to 18-19 is N/A, this survey item is new for 20-21.

Comments:
- yeah its not all one race

8. My school prepares me for future college or career.

n=96

| Strongly Agree 43% | Agree 32% | Neither agree nor disagree 17% | | Strongly Disagree 2% |

Disagree 6%

Comparison to 18-19

Note. % Strongly Agree + % Agree

18-19: 52%
20-21: 75%
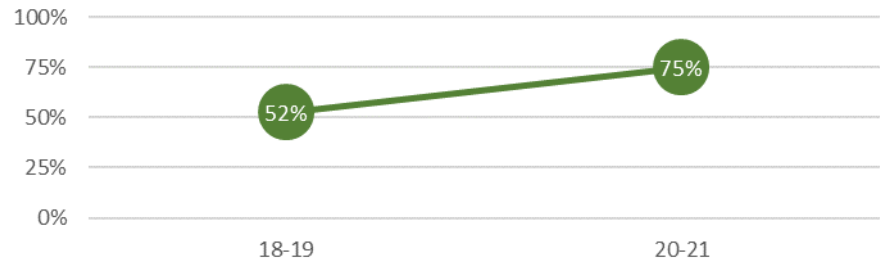
Comments:
- I am not going to college, but the school is preparing us.
- im so happy i want to this school they helped me alot with everything
- only classroom 11 helps me prepare

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

■ Number of Respondents

Staff	Number of Respondents
Teachers	88
School Counselor	38
Mental health personnel	28
School Administrator	25
Paraeducator	22
Tutor	19
School Psychologist	19
Transition Specialist	14
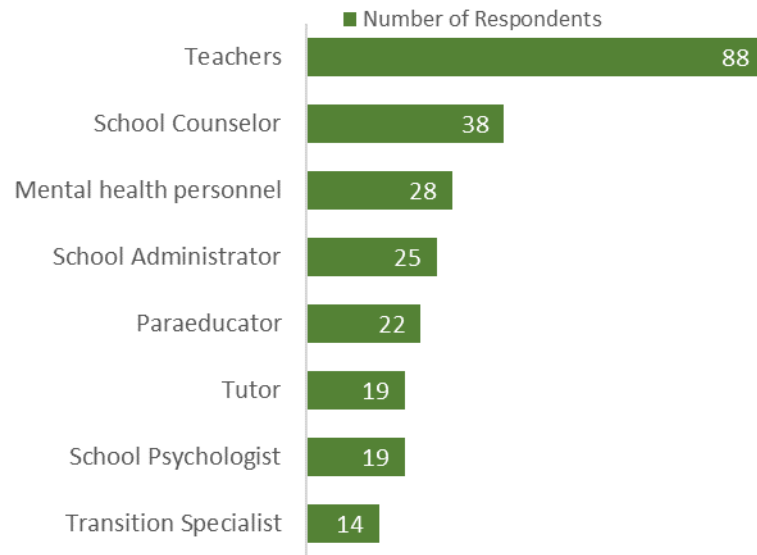
Comments:
- Distance learning is not good, but Dr. W, Mr. A and Miss A are the best teachers I have ever had. Learning more than any other school.
- Go Dr. C, Ph.D.!
- i like these teacher soo much they help me alot i love william lyons
- My teachers really teach. Most schools do not really teach kids like me.
- staff
- The teachers are strict, but fair and supportive. Dr. W is the best.
- They should put girls in the class rooms.

ACCESS Instructional Staff Feedback

2020-2021

Prepared by
Orange County Department of Education
Evaluation, Assessment & Data Center

April 2021

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

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

Method:
The survey was administered as an online survey with an approximate 4-week administration window; March 15, 2021 to April 12, 2021. Following standard Evaluation, Assessment & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real time. The webpage address was emailed to the district the day after the survey window opened to ensure a high response rate. **At the end of the survey window, 97 survey responses were received (N=97 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, while some survey items are newly developed for 2020-21.

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

n=87

| Strongly Agree 47% | Agree 49% | Disagree 1% |

Neither agree nor disagree 2%

0%   50%   100%
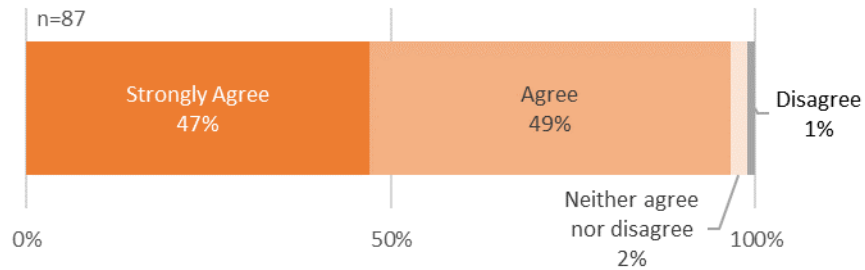
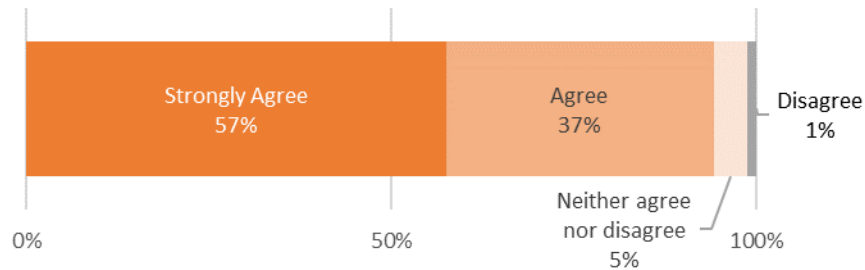Comparison to 18-19 is N/A, this survey item is new for 20-21.

Comments:
- I agree that I am aware of them, but I disagree with what they are and how they are written. The fact that we continue to try different versions of the same thing withtout the desired results should drive our program. Why do we continue to have the same issues year in and year out?

2. My school supports and values cultural diversity.

n=87

Comparison to 18-19 is N/A, this survey item is new for 20-21.

Comments:
- I believe this to be mostly an individual mandate, I do not feel that it is directed from our leadership, rather implied.
- I think the school staff support cultural diversity, but I feel like the kids don't. Whenever we are watching CNN 10, they are always laughing when they see an Indian, Middle Eastern, or East Asian has an accent. It's not cool, and we need to address that.
- This is highly subjective, but the intitution itself is not reflective of the populations we serve, which creates gaps in understanding one another. These gaps then spread to other improvement areas such as achievement.
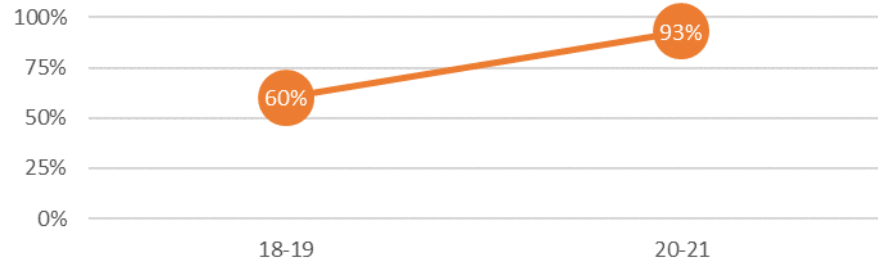
3. When issues or challenges with the students arise, ACCESS support staff are available to help me.

n=87

| Strongly Agree 63% | Agree 30% | Disagree 2% |

Neither agree nor disagree 5%

0%   50%   100%

Comparison to 18-19

Note. % Strongly Agree + % Agree
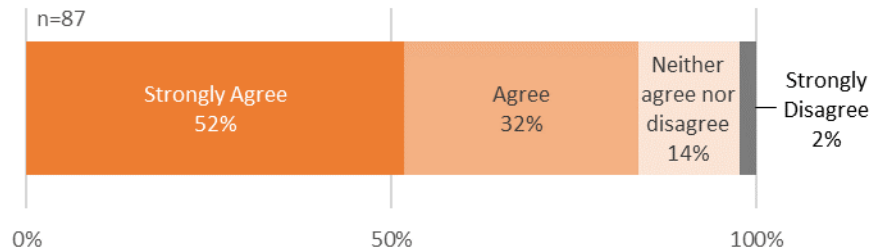
100%
75%
50% — 60%
25%
0%

18-19 .... 20-21 — 93%
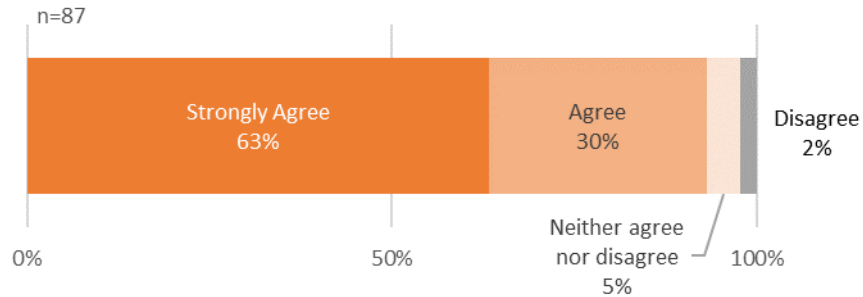
Comments:
- Often it takes awhile to receive that help, though. Not enough staff and not close enough or on site.
- One of a few examples is that I have had in the past student medical issues that took to long for the medical nursing staff to address and provide direction. Additionally, when faced with several at different times of my career, students with severe language needs, I found the support to be absent.
- Our services are regional, on ocassion, some of the outlaying sites are left with little or no support directly. Zoom has helped in this aspect
- Yes, we have a lot of good people who are willing to help. However, some of the support staff are not held accountable, which is a disservice to all stakeholders.

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

n=87

| Strongly Agree 52% | Agree 32% | Neither agree nor disagree 14% | Strongly Disagree 2% |

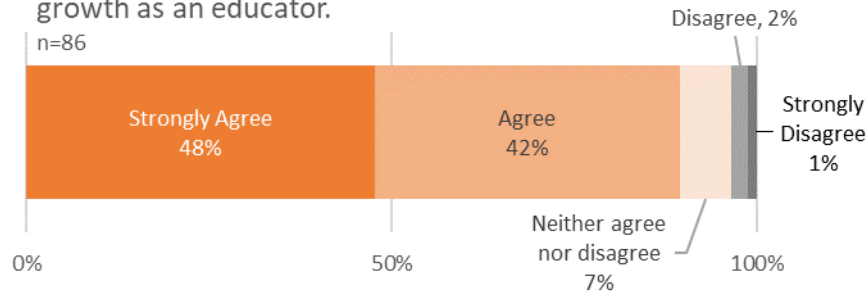0%   50%   100%

Comparison to 18-19 is N/A, this survey item is new for 20-21.

Comments:
- During the pandemic this is extremely difficult, but OCDE is trying to do what I can.
- I'm not sure if I'm aware of this..maybe by email via HR.
- Pre pandmeic I would disagree. However, I think we have had not choice but to improve in this area. Mental health continues to be a largely overlooked area within OCDE and across the globe.
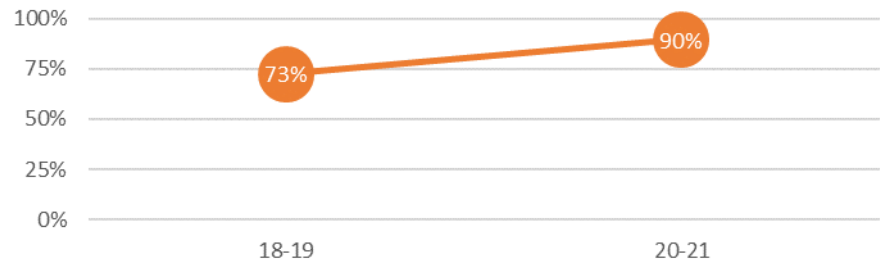
5. I am supported in my professional development and growth as an educator.

n=86

Strongly Agree 48%

Agree 42%

Neither agree nor disagree 7%

Disagree, 2%

Strongly Disagree 1%

0%   50%   100%

Comparison to 18-19
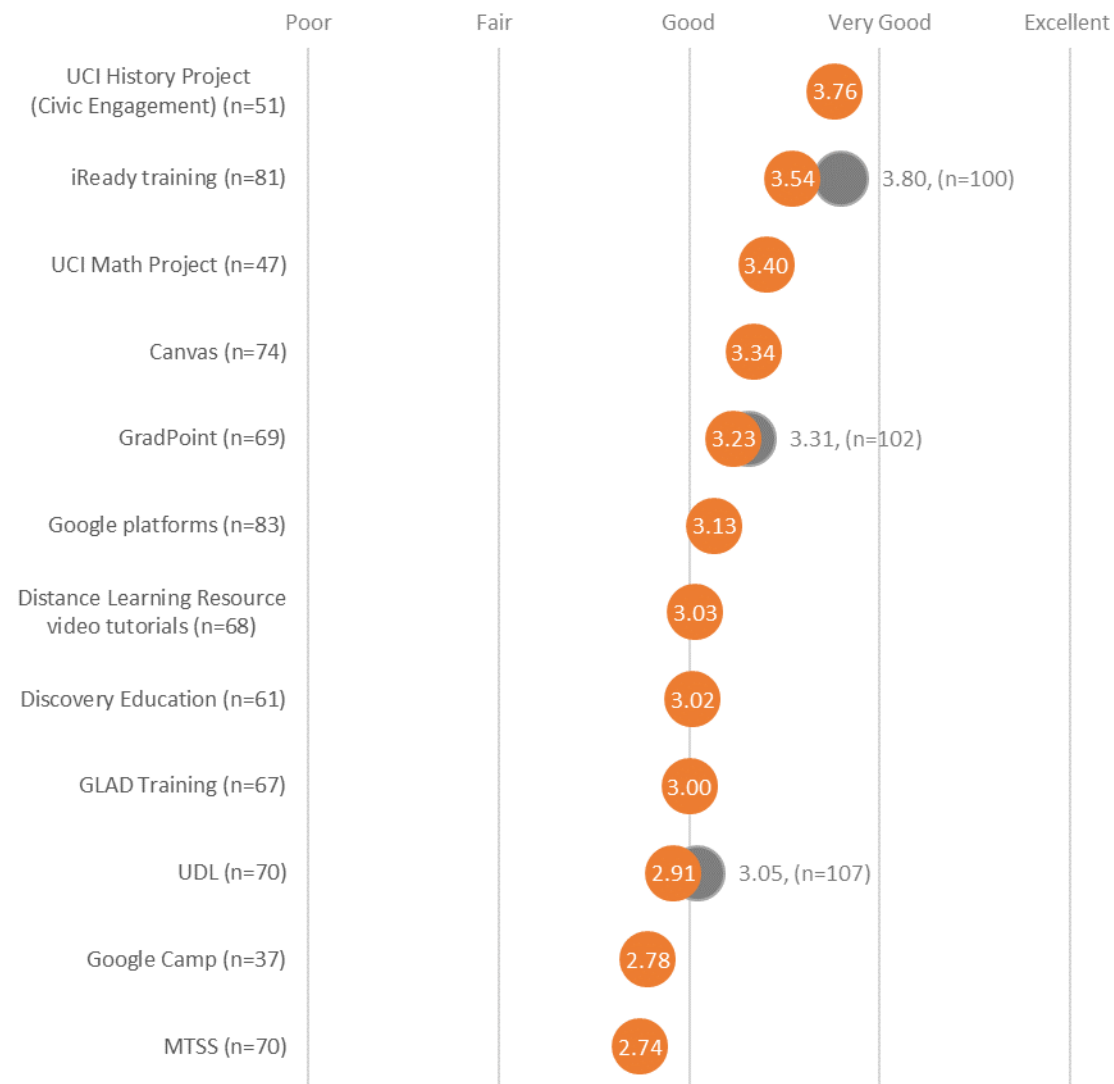Note. % Strongly Agree + % Agree

73%   90%

18-19   20-21

Comments:
- I am given curriculum and programs to use, but ACCESS does not build teacher capacity in any other way.
- Most PD that is useful is sought out by the individual, that has been my experience and what I have observed.
- OCDE/ACCESS is extremely good at allowing and encouraging professional development opportunities.
- We are fortunate to have PD offerred, but oftentimes it feels short and incomplete as if we are just checking boxes. Taking time to understand and implement anything with fidelity also matters.

6. How would you rate the following profesional development opportunites?

Note. Orange dots represent 20-21 average scores, gray dots represent 18-19 average scores.

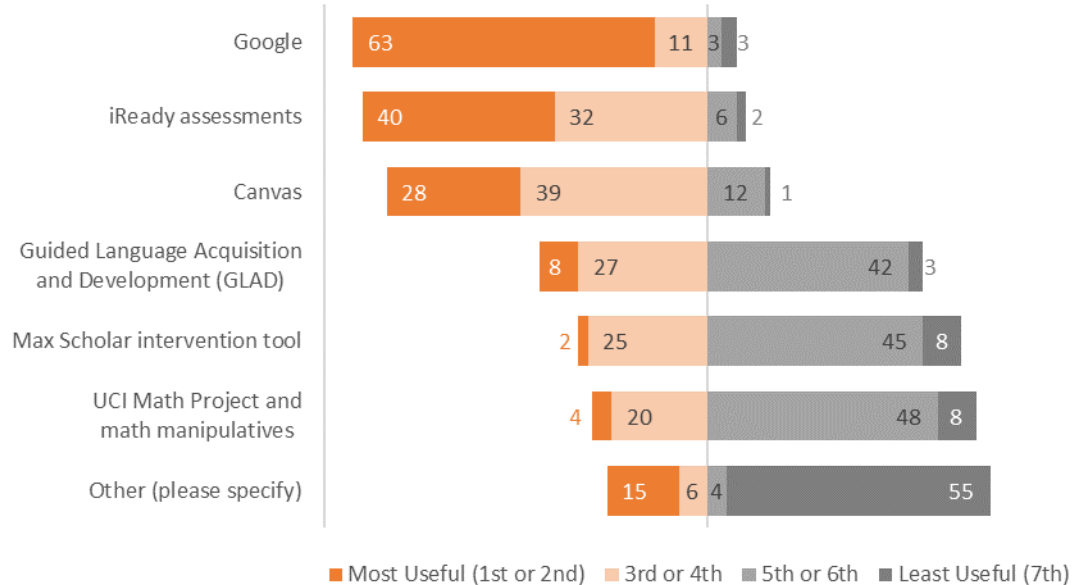|	Poor	Fair	Good	Very Good	Excellent
UCI History Project (Civic Engagement) (n=51)				3.76	
iReady training (n=81)				3.54 3.80, (n=100)	
UCI Math Project (n=47)				3.40	
Canvas (n=74)				3.34	
GradPoint (n=69)				3.23 3.31, (n=102)	
Google platforms (n=83)			3.13		
Distance Learning Resource video tutorials (n=68)			3.03		
Discovery Education (n=61)			3.02		
GLAD Training (n=67)			3.00		
UDL (n=70)			2.91 3.05, (n=107)		
Google Camp (n=37)			2.78		
MTSS (n=70)			2.74		

Comments:
- ACCESS does a poor job of investigating and piloting programs before implementing them and realizing it was a mistake and then switching. We really should stop implementing things like grab points that are so poorly suited to our students.
- Again, we are lucky to have access to these, but oftentimes they are done in quick fashion without the opportunity to implement and then circle back with questions or more PD. We need to get away from the spray and pray methods and strive for buy in. Canvas has been a disaster.
- I am only familiar with a few of these platforms, as they are used to some extent in our instruction.
- I haven't done gradpoint with the kids as of yet. And don't know too much about MTSS...maybe we had a workshop on it.
- Let's get trained on the online curriculum that we will adopt. Let's put this all together in one place and get students busy, and graduated.
- Our area has not completed the most recent GLAD training that is why I put N/A
- We have not done UDL, Google training, or GLAD in years.

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

n=80

Resource	Most Useful (1st or 2nd)	3rd or 4th	5th or 6th	Least Useful (7th)
Google	63	11	3	3
iReady assessments	40	32	6	2
Canvas	28	39	12	1
Guided Language Acquisition and Development (GLAD)	8	27	42	3
Max Scholar intervention tool	2	25	45	8
UCI Math Project and math manipulatives	4	20	48	8
Other (please specify)	15	6	4	55

■ Most Useful (1st or 2nd)   ■ 3rd or 4th   ■ 5th or 6th   ■ Least Useful (7th)

Write-in responses:
- All ACCESS Math
- Discovery Science
- Edgenuity
- Edgenuity, Edmentum, and GradPoint
- Edmentum
- Grad Point, Pearson and Collections are the most useful curriculum.
- Gradpoint
- Gradpoint
- GradPoint
- Gradpoint
- Gradpoint
- Gradpoint
- Gradpoint
- GradPoint
- gradpoint
- I don't use 4-6 [Canvas, GLAD, UCI Math Project and math manipulatives].
- Lexia
- online curriculum
- Peardeck
- Physical books and materials
- Restorative Practices
- TABE
- ZOOM

Comments:
- Again we have not been trained in the most recent version of GLAD therefor the worst rating.
- Max Scholar is a redundant and basic program. iReady does the same thing but is intuitive and does a better job. I am NOT A FAN of Max Scholar. It is a waste of money. It is supposed to be base on Linda Mood Bell system which is impossible since that is a dyslexic program that uses one on one method
- Most of our students were already at comprehensive high schools. If technology and rigor were the missing piece of their educational needs, they never would have come to our program. Social, emotional learning in a small classroom is the best practice to assist. them.
- My biggest concern with education is the trend towards indoctrination vs critical thinking. I hope and pray that the County has no intention of introducing anything related to the 1619 project and i also hope and pray the county does not adapt curriculum based on "critical race theory".
- Other than Google, the other tools are rarely used. Also, the fact that I do not have any computers, including hotspots for my students, especially during the pandemic, has been very discouraging.
- Previously I enjoyed GLAD. I just haven't gotten trained on it recently.
- The only useful thing for me up there is google.
- We need to bring in innovation and fresh ideas in order to improve. Relationship building is where it starts.

ACCESS Non-Instructional Staff Feedback

2020-2021

Prepared by
Orange County Department of Education
Evaluation, Assessment & Data Center

April 2021

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

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

Method:
The survey was administered as an online survey with an approximate 4-week administration window; March 15, 2021 to April 12, 2021. Following standard Evaluation, Assessment & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real time. The webpage address was emailed to the district the day after the survey window opened to ensure a high response rate. **At the end of the survey window, 162 survey responses were received (N=162 non-instructional staff)**.
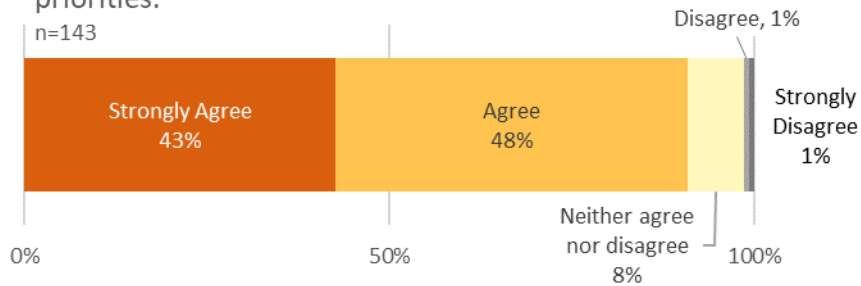
Analysis:
The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received.

Comparison to prior survey data was conducted where possible, while some survey items are newly developed for 2020-21.
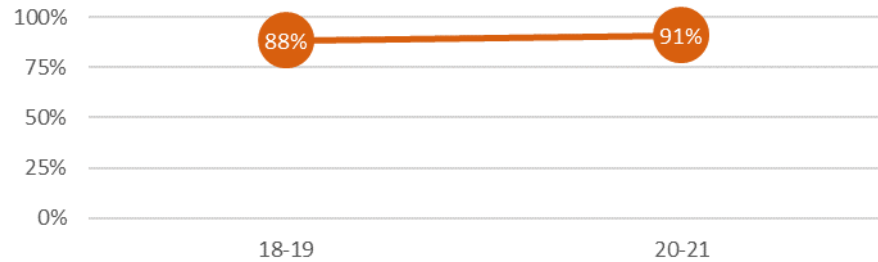
1. I am aware of the ACCESS goals, missions, and priorities.

n=143

Strongly Agree 43%	Agree 48%

Disagree, 1%

Strongly Disagree 1%

Neither agree nor disagree 8%

0%   50%   100%

Comparison to 18-19

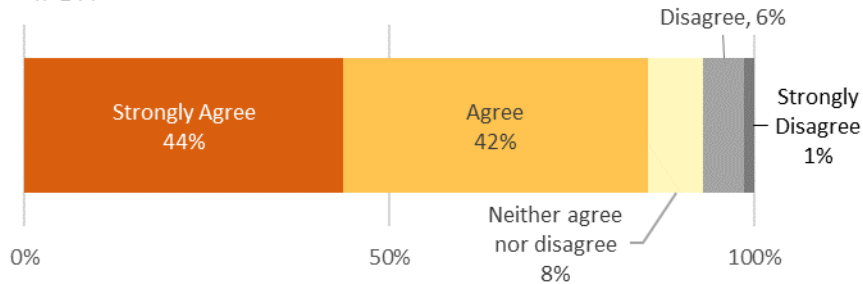Note. % Strongly Agree + % Agree

88%   91%

18-19   20-21

Comments:
- ACCESS goals need to be reviewed, discussed, and practiced.
- I don't know much about ACCESS Goals. What I hear is: OCDE's Lead the Nation in Career & Collage Readiness. That is NOT what ACCESS does. We take kids that are failing in school or bullied or sick (can't handle the rigors of school or family life & believe in them so they can learn and succeed.
- Priorities do not seem so clear.
- We might know them, but do we follow them? Do we monitor them? Does Admin follow up with staff to do better on getting gains.

2. My workplace supports and values cultural diversity.

n=144

Disagree, 6%

| Strongly Agree 44% | Agree 42% | | Strongly Disagree 1% |

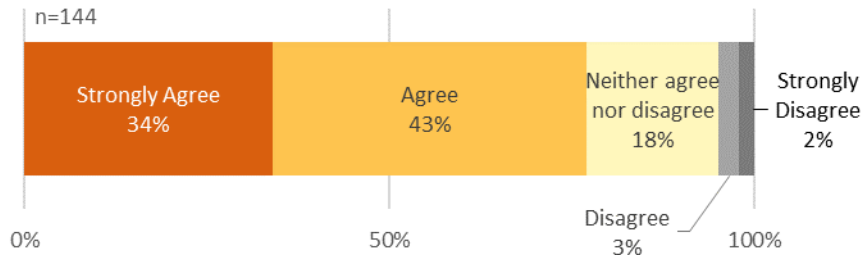Neither agree nor disagree 8%

0%   50%   100%

Comparison to 18-19 is N/A, this survey item is new for 20-21.

Comments:
- ACCESS has made significant progress in recent years in this area, and I see evidence of an ongoing commitment to cultural diversity.
- I do not believe area 5 supports these values among staff nor do they do much in the form of activities to make students/ parents/ staff feel valued for the cultural backgrounds
- The majority of staff at my site are indifferent to cultural diversity.
- There is lack of cultural awareness among staff, who could benefit from cultural sensitivity training. Staff may not show outright racism but there are certainly microaggression behavior/comment in work places
- We could do better.....

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

n=144

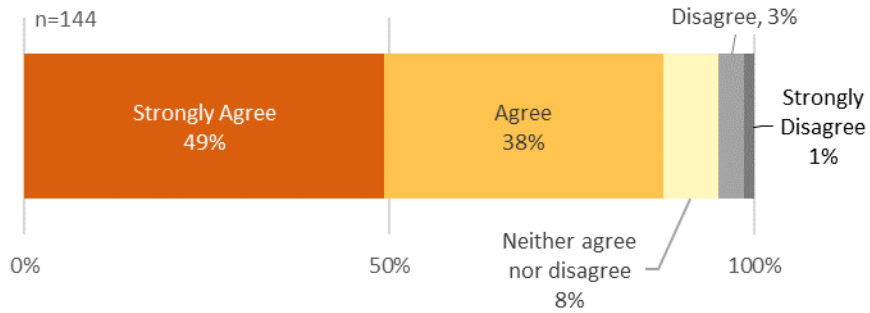| Strongly Agree 34% | Agree 43% | Neither agree nor disagree 18% | Disagree 3% | Strongly Disagree 2% |

Comparison to 18-19 is N/A, this survey item is new for 20-21.

Comments:

- Except when it comes to the Covid vaccine. I feel it is strongly being encourage; causing distress for some of us. I'm waiting for the trials to be over and the FDA to approve vaccine, because I'm concerned due to my medical condition. My decision should only be between my doctor and myself.
- I have been told that being depressed, or otherwise mentally sick, is not considered sick and that regular sick time does not include this. This particular incident has since been resolved, but took about three months to do so, and there is still very little value placed on mental health.
- I think my immediate supervisor knows the importance of mental health, but their hands are tied in what can be done due to ACCESS/OCDE policies. I receive emails about it, but what can the org DO to help-Flexible schedules? Work from home occasionally? shortened hours? Monthly day off to recharge?
- I'd like to think so, but, I believe we still have a lot of work to do in this area….
- Much more need to be done to increase staff's mental health and awareness.
- not comfortable speaking in email, we should have more opportunity to speak freely with members of upper management that are not our direct supervisor.
- OCDE has been particularly responsive to mental health needs of staff during the pandemic. I feel supported!
- Student's mental health is supported - I am not aware of what, besides EAP, is available through the District for staff.
- The staff at my site know the importance of mental health for students, but there is not an ongoing plan or procedure to assist staff who are having difficulties.
- Through the pandemic we did not receive resources about how to take care of ourselves while dealing with the stress of students & working from home. To this day, I wish our workplace would do something to help us cope on the stressors of coming back to the workplace.
- Would be good to provide actual information for resources in the community for staff as we do for our students and families.

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

n=144

Strongly Agree 49%	Agree 38%

Disagree, 3%

Strongly Disagree 1%

Neither agree nor disagree 8%
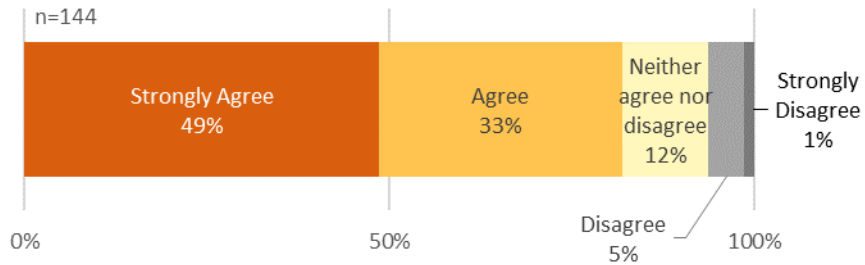
0%   50%   100%

Comparison to 18-19 is N/A, this survey item is new for 20-21.

Comments:

- As a special education teacher in OCDE/ACCESS, we are extremely limited in our influence, effectiveness, and or ability to lead/drive anything fundamentally sound and or be allowed to provide input that drives curriculum and forward thinking ideas
- In current role, support students in other capacity related to education but not necessarily educating the student.
- Maintaining and providing a safe and well maintained learning environment is my primary goal.
- Teachers and Administration recognize my work, but I don't think it is recognized on my classification title and pay.
- There are several people with little power but do a lot. there is too much of the staff pawning their duties on other people. This is the wild west with who contributes and who gets credit

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

n=144

| Strongly Agree 49% | Agree 33% | Neither agree nor disagree 12% | | Strongly Disagree 1% |

Disagree 5%
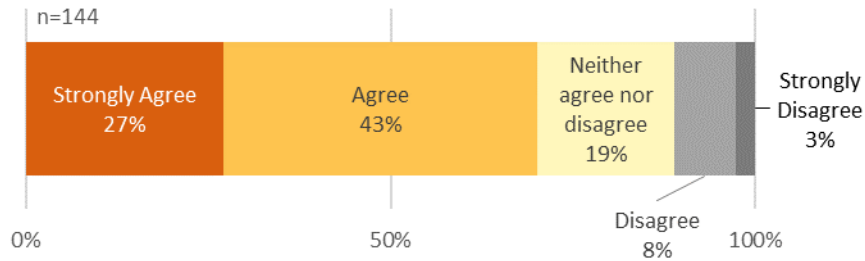
0%   50%   100%

Comparison to 18-19 is N/A, this survey item is new for 20-21.

Comments:

- Absolutely agree. My principal is always willing to listen and support what I am doing with my students.
- not comfortable speaking in email, we should have more opportunity to speak freely with members of management that are not our direct supervisor.
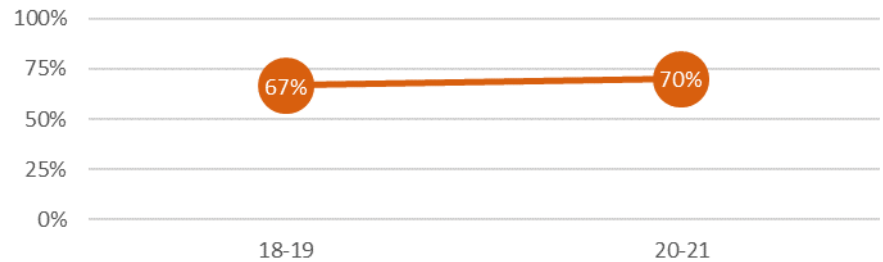- She's the best!

6. I am receiving support in my professional development.

n=144

| Strongly Agree 27% | Agree 43% | Neither agree nor disagree 19% | Disagree 8% | Strongly Disagree 3% |

Comparison to 18-19

Note. % Strongly Agree + % Agree
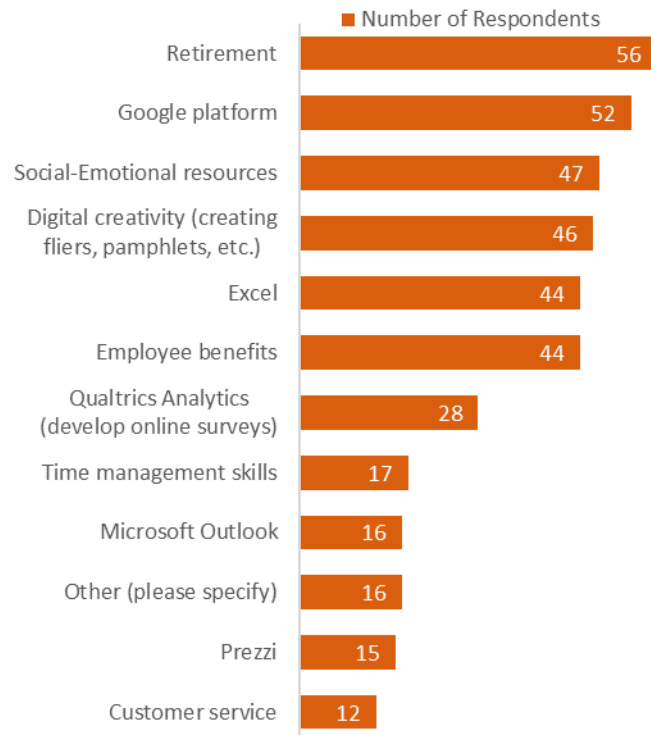
67% (18-19)   70% (20-21)

Comments:

- Able to utilize Linkedin Learning to learn new skills or receive more knowledge on a certain subject. Able to reach out to supervisors and colleagues regarding job responsibilities and tasks.
- Changes in instructions due to Co-vid/ virtual instruction required much better technology training than I received.
- I am supported in my own search and accessing of professional development, and that is sufficient.
- I am unable to attend professional development opportunities that cost money, unless my supervisor recommends it.
- I've appreciated OCDE's support in this area, tremendously.
- need for more support to grow within OCDE
- NOTHING changes in OCDE/ACCESS. It is embarrassing to see consistent BAD educators NOT being trained to be better; it is embarrassing seeing Admin not be trained to help those educators; and it's embarrassing watching the higher ups ignore the sadness in the trenches.
- OCDE is constantly providing us with opportunities for growth in our field and provides us with funding for us to be able to attend conferences that builds my knowledge to do my job better.
- Professional development is a bit tricky with Covid. I hope we will be able to resume in person trainings once things are under control. Zoom just doesn't cut it.

ACCESS 20-21 Non-Instructional Staff Feedback

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

■ Number of Respondents

Area	Number of Respondents
Retirement	56
Google platform	52
Social-Emotional resources	47
Digital creativity (creating fliers, pamphlets, etc.)	46
Excel	44
Employee benefits	44
Qualtrics Analytics (develop online surveys)	28
Time management skills	17
Microsoft Outlook	16
Other (please specify)	16
Prezzi	15
Customer service	12

Write-in responses:
- anything that is needed
- Building moral in self and others
- Canvas
- Classroom management, UDL, Restorative Practices
- Employee Rights, Rights to medical privacy
- how Administrators can administrate. I have been looking for principals to do their jobs and make the work place better for those who want to do their jobs at a high level. More principals should be more inclined to put their foot down and not tolerate insubordination and or staff NOT doing their job, NOT turning in paperwork; and NOT following policy and procedure.
- How to organized the Google platform; Distance learning options, Interactive options
- I really liked the data visualization trainings held last school year and would like to attend more of those.
- Ingenuity
- Less training, more collaborative and area focused
- Metric or dashboard tools, such as PowerBi/Tableau.
- Moving up within the organization.
- need help with Google Voice.
- Power BI
- We have plenty of professional development opportunities in every category. OCDE excels at it.
- workshops about upcoming trends in education

Comments:
- Administration should be discouraged from opining/sharing/intimidating employees in regards to the Corona Virus Vaccine. This conversation literally takes over Zoom meetings.
- Google is great, but I have so much stuff crammed in there now I don't know how to easily organize it to find items. Dedicated training needed, not just websites sent to us to train ourselves.
- Hoping to use more modern database tools, current MS Access database has limitations such as being unable to support multiple users logging information on same form.
- I am hearing about creating reports in Power BI - I would like to learn more about it.
- The higher ups continue to ignore problems in this company but worst is the fact that the higher ups "reward" and or award these bad educators. We are all high paid adults but everything is being treated like too many people are babies and can not handle the truth about how bad things are.
- Would really like to participate in courses using Adobe Creative Cloud to make presentation materials and graphics.

Division of Special Education Services

Parent Feedback

2020-2021

Prepared by
Orange County Department of Education
Evaluation, Assessment & Data Center

May 2021

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

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

Method:
The survey was administered as an online survey with an approximate 6-week administration window; March 29, 2021 to May 7, 2021. Following standard Evaluation, Assessment & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was emailed to the district the day after the survey window opened to ensure a high response rate. **At the end of the survey window, 88 survey responses were received (N=88 parents)**.
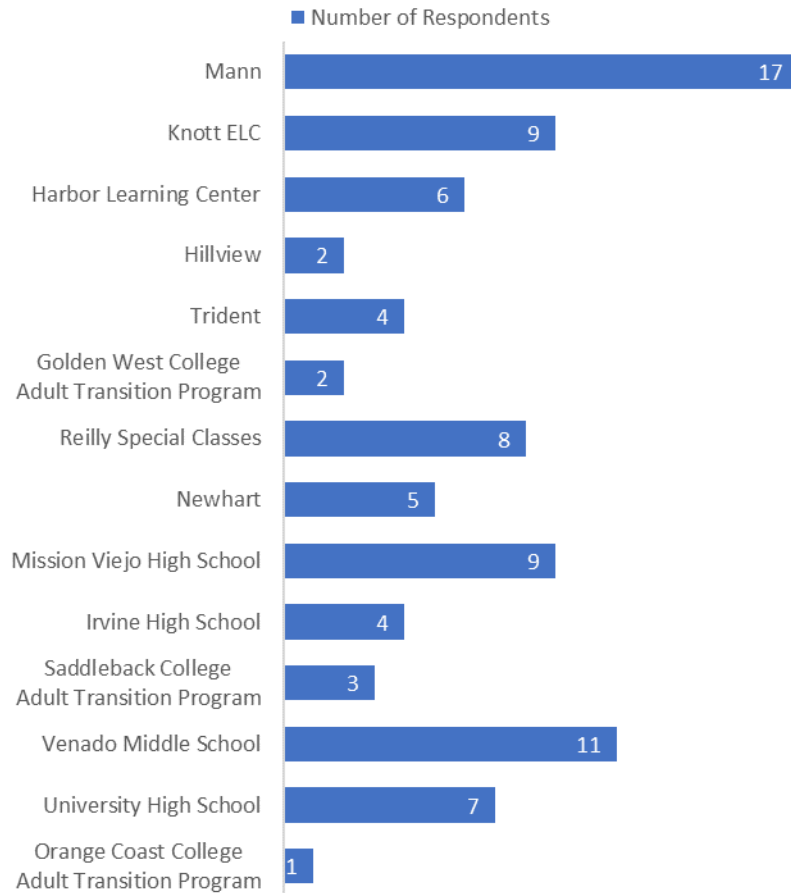
Analysis:
The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received.
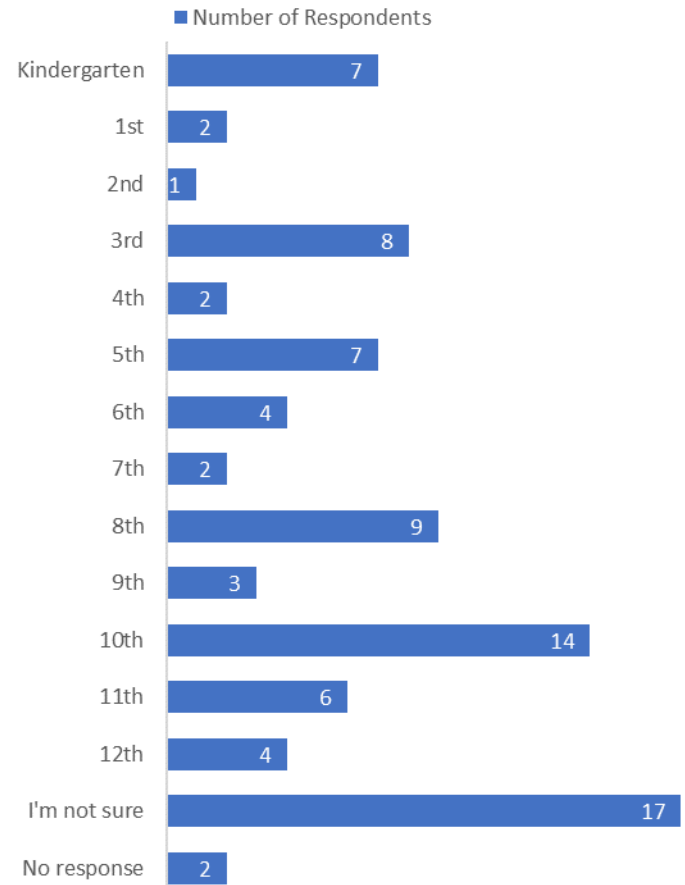
Comparison to prior survey data was not conducted as new survey items were developed for 2020-21.

Division of Special Education Services 20-21 Parent Feedback
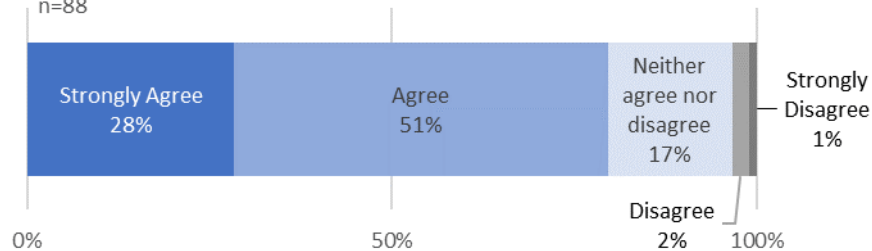
What school site does your child attend?

■ Number of Respondents

School Site	Number of Respondents
Mann	17
Knott ELC	9
Harbor Learning Center	6
Hillview	2
Trident	4
Golden West College Adult Transition Program	2
Reilly Special Classes	8
Newhart	5
Mission Viejo High School	9
Irvine High School	4
Saddleback College Adult Transition Program	3
Venado Middle School	11
University High School	7
Orange Coast College Adult Transition Program	1

My child's grade level:

■ Number of Respondents

Grade Level	Number of Respondents
Kindergarten	7
1st	2
2nd	1
3rd	8
4th	2
5th	7
6th	4
7th	2
8th	9
9th	3
10th	14
11th	6
12th	4
I'm not sure	17
No response	2

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

n=88

| Strongly Agree 28% | Agree 51% | Neither agree nor disagree 17% | Strongly Disagree 1% |

Disagree 2%

0%   50%   100%

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

n=88

| Strongly Agree 41% | Agree 55% | Neither agree nor disagree 5% |

0%   50%   100%

Comments:

- As long as he goes to the school site during school hours because the caregiver is not working with him on his IEP goals so he will be having a hard time to complete his goals.
- Covid has had a huge impact due to virtual learning not being a productive option for my son working on goals.
- COVID-19 interference
- DHH program is great for our first year at Venado. Great communication
- He is reaching some goals, but seems to be having issues keeping already set ones.
- I see improvements as compared to her last school in Lakewood
- My child has thrived both at school and home since starting in his current program.
- We have not yet met to determine how my child is tracking toward his IEP
- Weird times with Covid restrictions
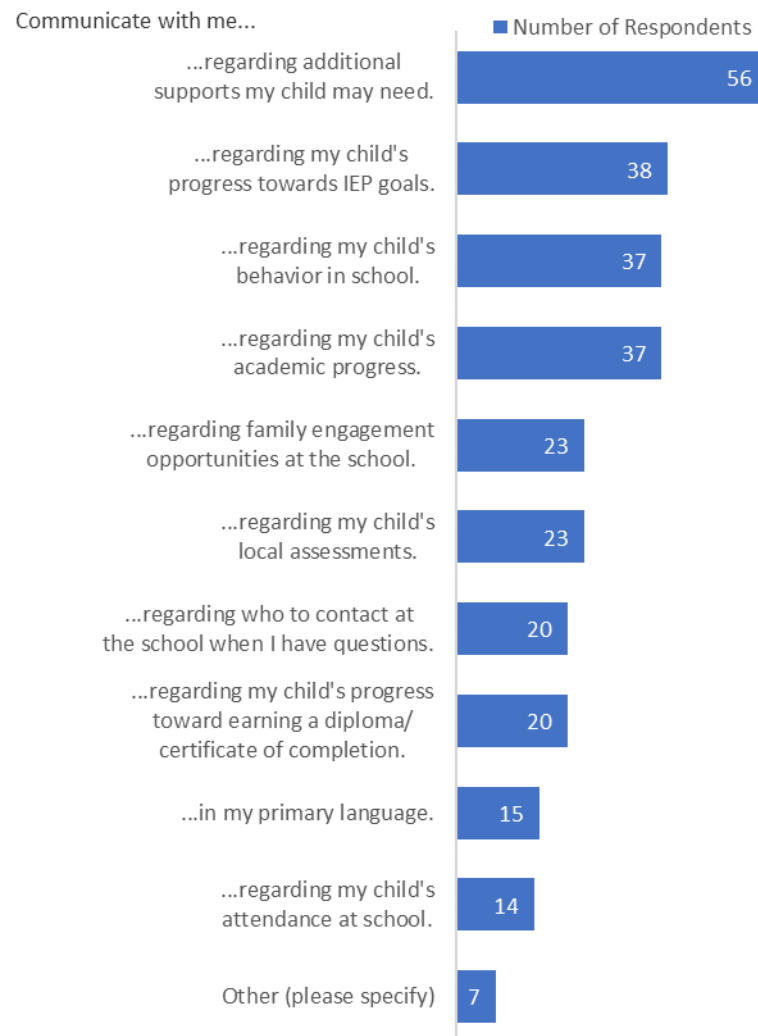- With distance learning he is falling behind greatly.
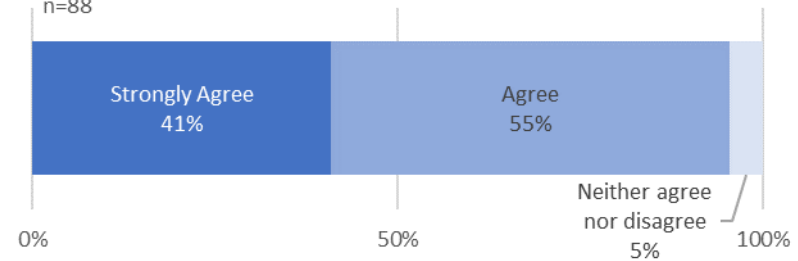
Comments:

- Angelica and her staff are fantastic at what they are doing with my Girl.
- I need to have his parent/teacher communication done by email because we don't see his com.book because it doesn't get sent to us.
- Mrs. Dicker is great! She communicates with us, daily.
- My child not making progress on his goals is in no way a reflection on his educational team. The Trident Team has been very committed but the time doing virtual learning has been difficult.
- My child's teacher frequently emails me to keep me aware of his progress.
- They have been very open and helpful in discussing my child's progress and goals

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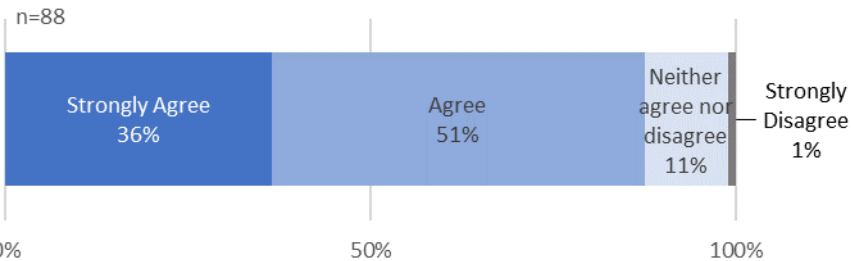
Communicate with me...

■ Number of Respondents

Category	Number of Respondents
...regarding additional supports my child may need.	56
...regarding my child's progress towards IEP goals.	38
...regarding my child's behavior in school.	37
...regarding my child's academic progress.	37
...regarding family engagement opportunities at the school.	23
...regarding my child's local assessments.	23
...regarding who to contact at the school when I have questions.	20
...regarding my child's progress toward earning a diploma/ certificate of completion.	20
...in my primary language.	15
...regarding my child's attendance at school.	14
Other (please specify)	7

Write-in responses:
- Communication has been wonderful. No needs at this time.
- discuss available communication devices and suggested appt
- Nothing
- The babysitter/caregiver isn't giving us any information about how Skylar is doing in school.
- The Trident Team that works with my son is amazing! They all have been communicative and caring toward working with my son this past year under the most difficult of times.

Comments:
- My child's school/teacher communicates very well with me..they are always available to answer any questions I may have promptly.
- My son's staff regularly communicates with me on multiple topics.
- We need more information about our son because we aren't be told by the babysitter/caregiver at all, when it comes to our son Skylar.

4. Communication from the school is timely and consistent.

n=88

| Strongly Agree 36% | Agree 51% | Neither agree nor disagree 11% | Strongly Disagree 1% |

0%   50%   100%

Comments:
- We need more communication with the school regarding Skylar via email because we don't get to see the parent/teacher com.book at all

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

■ Number of Respondents

Topic	Number
What to expect during the transition	44
Health and safety	31
Educational technology	29
Social-emotional resources and support	28
Enrolling my child in college, including financial aid	20
Parenting skills	21
Career readiness	16
Internet safety	15
College readiness skills (academic skills)	16
Substance abuse prevention	5
Other (please specify)	5
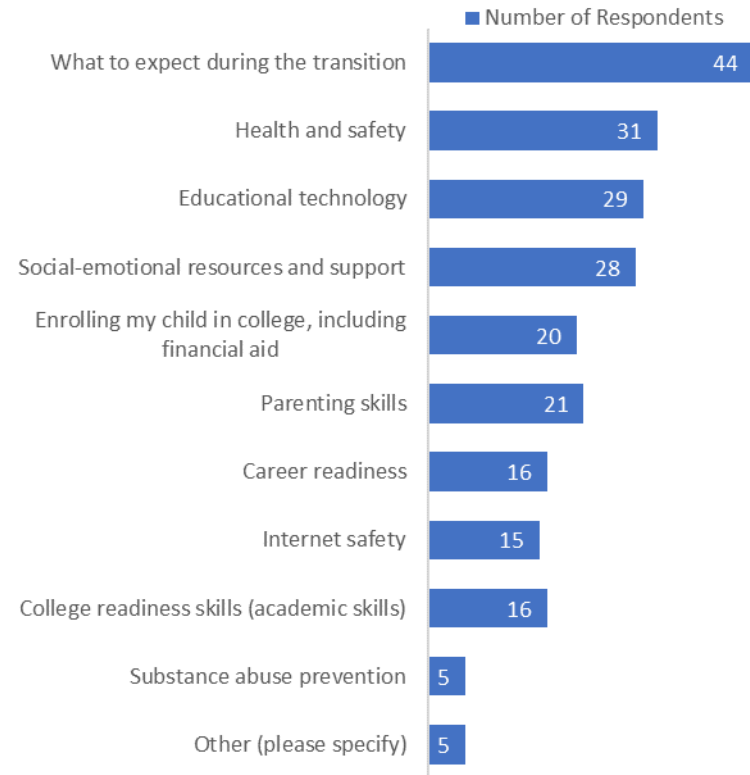
Write-in responses:
- Autism resources
- Communication Devices availavailablity & program/app choices
- conservatorship assistance
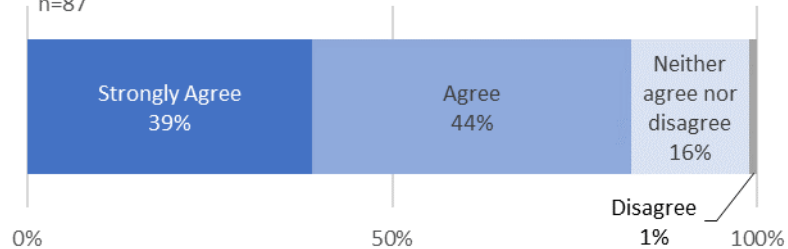- None really
- Nothing needed at this time

Comments:
- As my child approaches 18, we will need to begin the process of conservatorship for him. It would be so helpful to offer some classes on how parents could do this without having to hire an attorney.
- I would like to get resources for parenting a child with Autism.
- Thank you for all the you

6. My child's school supports and values cultural diversity.

n=87

Strongly Agree 39%	Agree 44%	Neither agree nor disagree 16%	

Disagree 1%

0% 50% 100%

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

n=87

Strongly Agree 34%	Agree 48%	Neither agree nor disagree 15%	Strongly Disagree 1%

Disagree 1%

0% 50% 100%

Comments:
- Considering Uni is home to the DHH program, the program isn't often mentioned in communications from the school. During the pandemic, announcements about students identified as having COVID categorized DHH as a separate area - even though many DHH students are mainstreamed. That reads as "other."
- I don't think this should be included as curriculum.
- I feel that the school doesn't support all diverse cultures like the cultures that Skylar and my family is because they do not have enough information on it and most people are Christian who either go there or work there of which are not Christian.
- I'm not aware of this either way. Based off the administration and staff I would agree that cultural diversity is valued, which is a good thing.
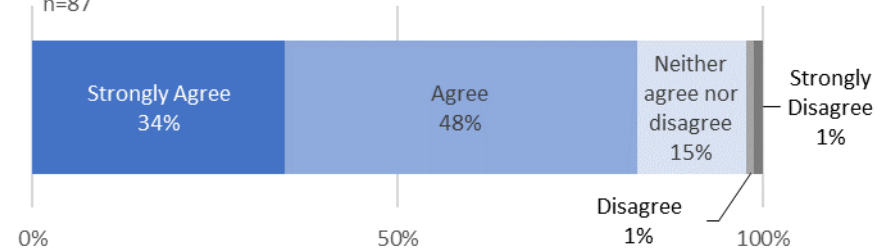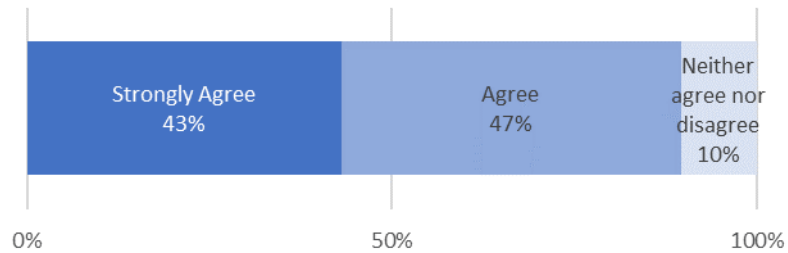
Comments:
- Around the babysitter/caregiver, he is not getting his social-emotional met because they put him in front of the television and let him vedge out.
- These needs would be met to a greater degree if CBI outings where implemented back into the curriculum.
- We feel that the school is doing a great job with our child. He has made a friend who he texts with, which is a big deal and talks about working in the garden with people all the time.

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

n=86

| Strongly Agree 43% | Agree 47% | Neither agree nor disagree 10% |

0%   50%   100%

Comments:
- He is getting everything that he needs because we think he is getting emotionally neglected there at his babysitter's/caregiver's place of residence.
- My child has never thrived more with zero issues with bullying.

9. I agree with the priorities of the OCDE Special Schools program (Technology, Parent/Student Engagement, and College, Career and Life Readiness)

n=86

| Strongly Agree 35% | Agree 52% | Neither agree nor disagree 12% |

0%   50%   Disagree 1%   100%
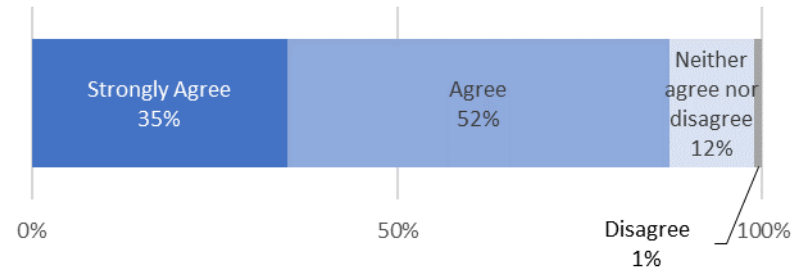
Comments:
- Skylar is only 10.

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

n=85

| Strongly Agree 25% | Agree 32% | Neither agree nor disagree 41% | Disagree 1% | Strongly Disagree 1% |

0%   50%   100%
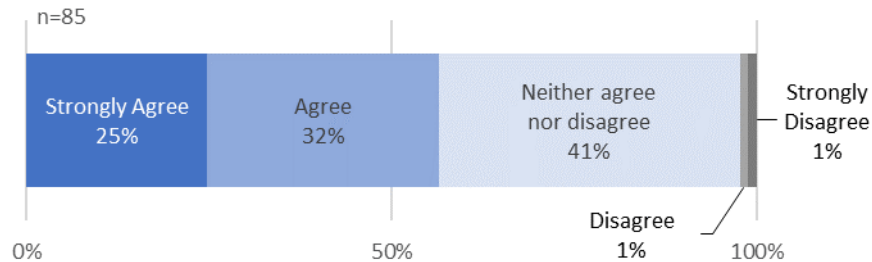
Comments:

- Feels like the IEP process doesn't have room to focus on the goal of going to college beyond indicating college prep curriculum. It could use additional focus on developing the life skills needed for success in college.
- My child is only 3 years old, we are focused on the fundamentals right now.
- My child is working on high school credits and has had opportunities to work (prior to Covid) as well.
- My child's reading level is first grade so he is not yet at that stage of being prepared for college or career. My son's teachers and aids have helped my son's life skills improve.
- n/a in my situation
- Not at this time due to Covid
- Skylar is only 10.
- With Edin doing online learning due to covid, I feel that he gets over looked since he is not attending in person.

Division of Special Education Services

Student Feedback

2020-2021

Prepared by
Orange County Department of Education
Evaluation, Assessment & Data Center

May 2021

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

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

Method:
The survey was administered as an online survey with an approximate 6-week administration window; March 29, 2021 to May 7, 2021. Following standard Evaluation, Assessment & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real time. The webpage address was emailed to the district the day after the survey window opened to ensure a high response rate. **At the end of the survey window, 66 survey responses were received (N=66 students)**.
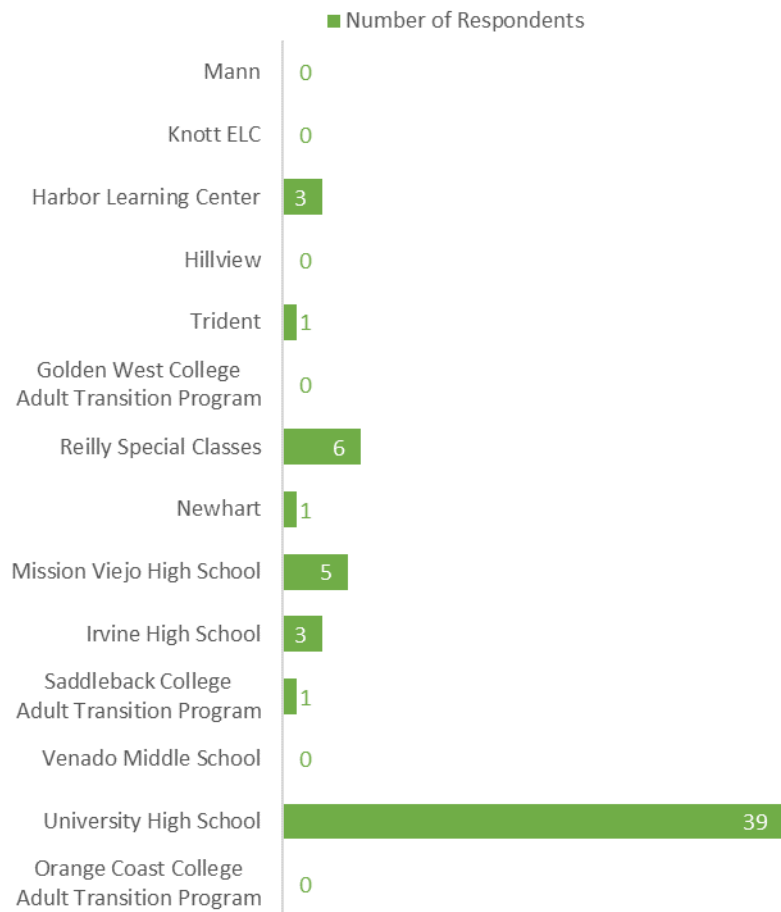
Analysis:
The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received.
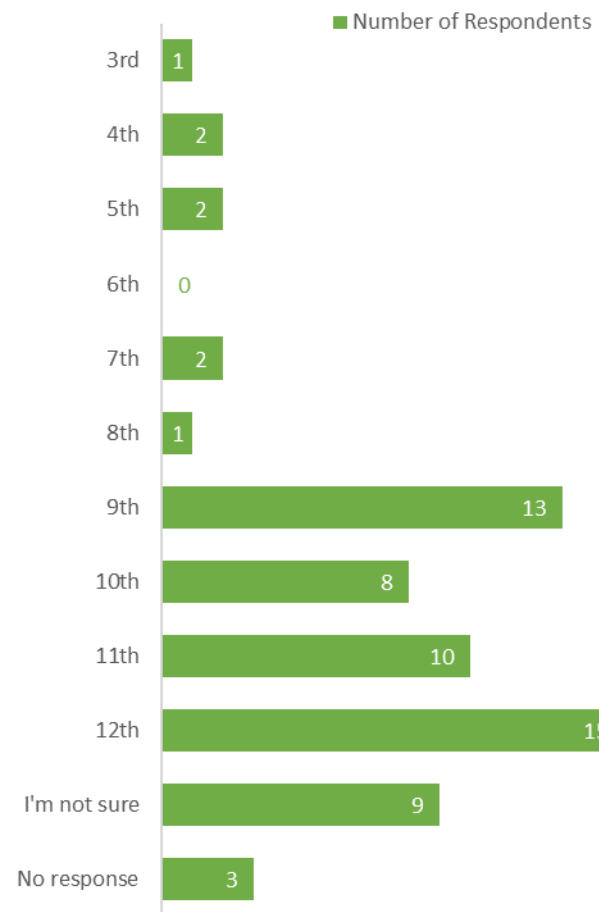
Comparison to prior survey data was not conducted as new survey items were developed for 2020-21.

Division of Special Education Services 20-21 Student Feedback
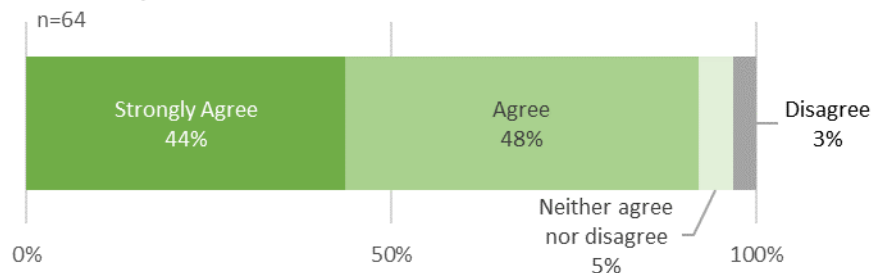
What school site do you attend?

■ Number of Respondents

School Site	Number of Respondents
Mann	0
Knott ELC	0
Harbor Learning Center	3
Hillview	0
Trident	1
Golden West College Adult Transition Program	0
Reilly Special Classes	6
Newhart	1
Mission Viejo High School	5
Irvine High School	3
Saddleback College Adult Transition Program	1
Venado Middle School	0
University High School	39
Orange Coast College Adult Transition Program	0

Your grade level:

■ Number of Respondents

Grade Level	Number of Respondents
3rd	1
4th	2
5th	2
6th	0
7th	2
8th	1
9th	13
10th	8
11th	10
12th	15
I'm not sure	9
No response	3

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

n=64

| Strongly Agree 44% | Agree 48% | Neither agree nor disagree 5% | Disagree 3% |

0%   50%   100%

Comments:
- i ant to learning math reading English science history. we will go run track field in pe. i want meet my new friends. I go ride bus before and after school.
- They provided a computer for my son because we didn't have enough to accommodate all people at home. Internet became a problem with so many people in the area now home using internet all at the same time and they provided a hotspot.
- Trabajan solo en lo que ellos quieren y no nos escuchan a los padres ni las necesidades de los niños con los padres [They work only on what they want to and do not listen to parents or children's needs with the parents]
- Zoom is a challenge for many DHH students. No matter where we learn online at home, it's hard to see the small screen of the interpreters, lacks the quality of the screen, and lagging closed captions.

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

■ Number of Respondents

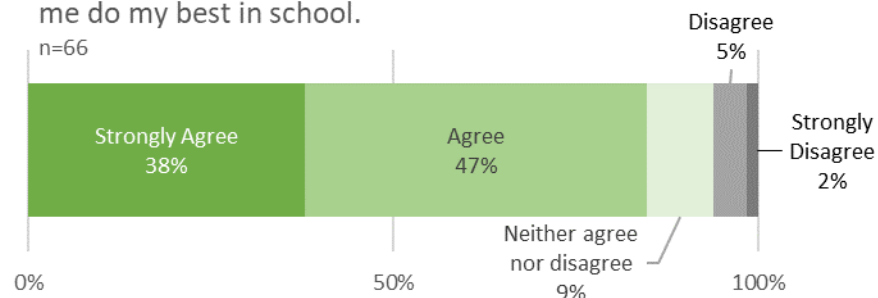| Category	Number
Laptop	50
Printed school work	47
Help with my social-emotional needs	37
Email account	35
Books for recreational reading	35
Hotspot	25
Other (please specify)	13
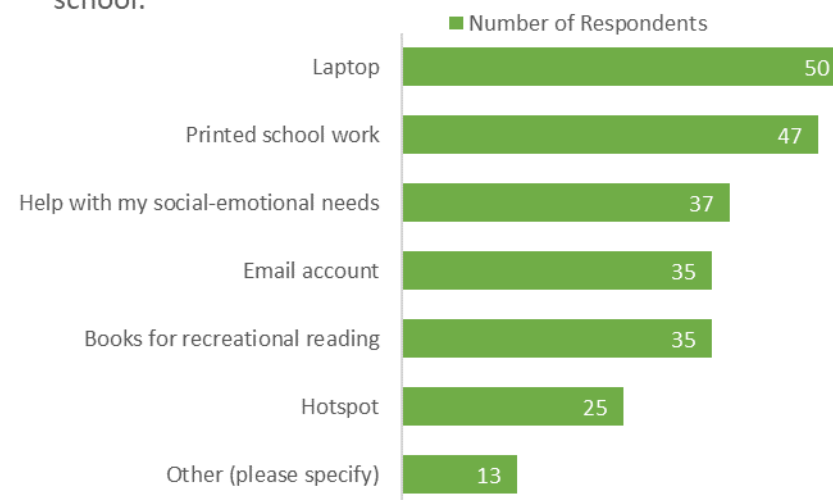
Write-in responses:
- Art and APE supplies
- Art supplies, flash cards, reading material
- art supplies, headphone, mack key
- Gait trainer
- ipad
- iPad
- iPad
- School work materials during virtual classes
- staff
- Tablet
- Transportation

Comments:
- i go class at about 1 hour and 20 min. i want back to school,
- The only laptop I had received from the school.

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

n=66

- Strongly Agree 38%
- Agree 47%
- Neither agree nor disagree 9%
- Disagree 5%
- Strongly Disagree 2%

Comments:
- Continue to communicate regularly regarding my progress or needs
- i want best work hard and good grade in school.
- my dad strongly recommend me every night to do my homework and sleep early.
- My parents didn't help me much, I had to do it on my own independently.
- Si no les gusta trabajar con niños especiales ni con los papás para que ofrecen ese servicio que se lo dejen a otra escuela [If they do not like working with special children or with their parents why offer that service? They should leave it for another school]

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

n=63

- Strongly Agree 38%
- Agree 46%
- Neither agree nor disagree 13%
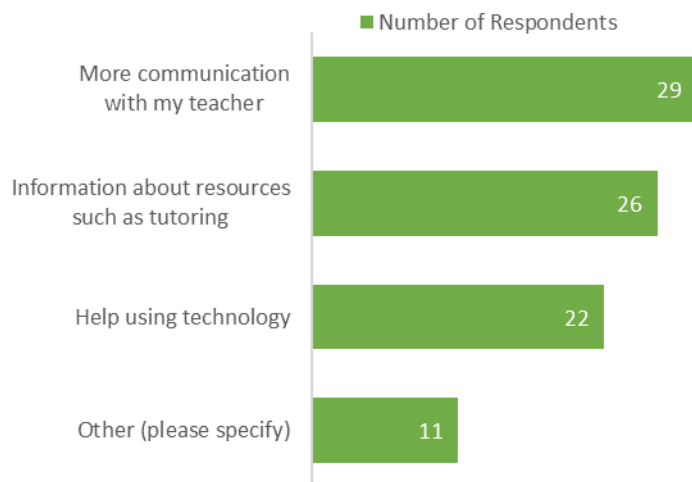- Disagree 2%
- Strongly Disagree 2%
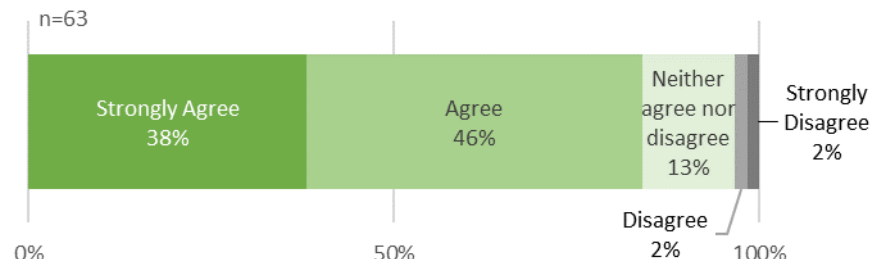
Comments:
- I don't know the meaning of input.
- My IEP has ended in January and all goals may be satisfied and ongoing.
- No me an ayudado en nada que les e pedido en él IEP incluso me dan un cambio de escuela con los mismos servicios pero sí servicios de autobús me están quitando servicios cuando estoy pidiendo algo mejor para mi hijo no me escuchan y asen lo que quieren [They have not helped me in anything that I have asked for in the IEP, they even gave me a different choice of school with the same services but not bus services, they are taking away services when I am asking for something better for my son. They do not listen to me and do what they want.]
- Not applicable with our child, mostly non verbal

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

Bar chart — Number of Respondents:
- More communication with my teacher: 29
- Information about resources such as tutoring: 26
- Help using technology: 22
- Other (please specify): 11

Write-in responses:
- better availability for kids that have late starts. If your child can't make it to class at 9am for medical purposes, they miss out on all the lessons and classes completely. APE is scheduled at 10am, no afternoon option is offered. So this whole school year, she hasn't had APE.
- get recruiter from college sports
- giving too much work and starting a new lesson for an example tuesday learn chapter 7.2 and then wed learn 7.3 when told in class dont understand teacher still maintain to keep the lesson going..
- More time
- n/a they do great
- Really hard to comment as my child is not back in classroom due to Covid. Distance learning is not beneficial for my child. Will hopefully get her back in classroom in about 2 weeks
- The school is doing good but our child has anxiety these days
- Ver las necesidades del niño escuchar a los padres y llegar a un acuerdo que beneficie al niño principalmente [See the needs of the child, listen to the parents, and reach an agreement that benefits the child primarily]
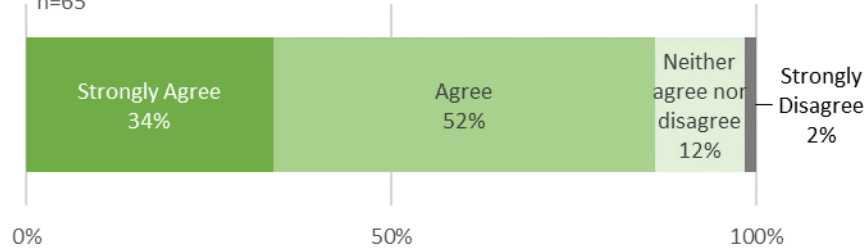- We believe all of Noah's needs are being met.

Comments:
- Montevideo School nunca a llegado a un acuerdo en él IEP con nosotros [Montevideo School has never reached an agreement on our IEP]
- Need to provide Sign Language Training for non-verbal students

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

n=65

| Strongly Agree 34% | Agree 52% | Neither agree nor disagree 12% | Strongly Disagree 2% |

0%   50%   100%

7. My school supports and values cultural diversity.

n=65

| Strongly Agree 34% | Agree 51% | Neither agree nor disagree 15% |

0%   50%   100%

Comments:
- Have a good relationship with teachers and easy to talk to about my future plans.
- Need training to and help non-verbal students to communicate through sign language.
- No entiendo porque lo quieren tener en esa escuela si el niño no está aprendiendo [I do not understand why they want to have him in that school if the child is not learning]
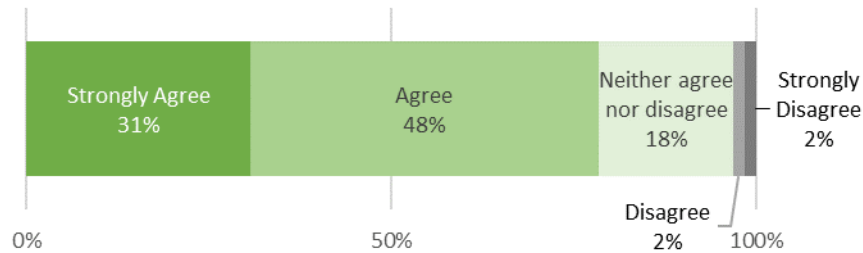- Unsure
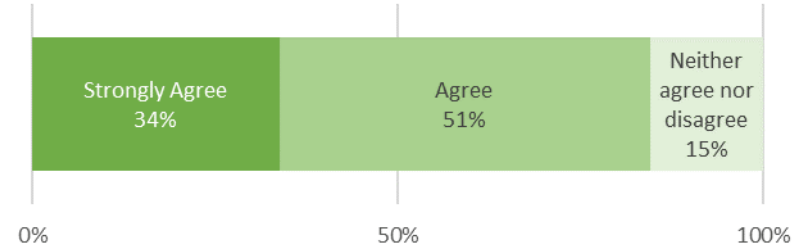
Comments:
- I am not sure about those
- Respect the students and celebrate every culture during our learning process

8. My school prepares me for my future.

n=65

| Strongly Agree 31% | Agree 48% | Neither agree nor disagree 18% | Disagree 2% | Strongly Disagree 2% |

Comments:
- Unless I am prepared for my future, school keeps me down by loading the amount of works and grades.

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

■ Number of Respondents

Staff	Number of Respondents
Teacher	65
Speech, Language Pathologist	57
Principal	51
Nurse	50
School Psychologist	41
Counselor	38
Occupational Therapist	22
APE Teacher	19
Physical Therapist	16

Comments:
- i want go counselor discuss every monday.
- My teacher Dominique help me a lot know everyone.
- No no me siento comodo no tengo confianza no les creo lo que me dicen [No, I don't feel comfortable, I don't trust them, I don't believe what they tell me]
- The staff is full of beautiful human beings. They are such a blessing to have in our son's life.
- We are so happy and grateful for all of the support that our son receives at school. He loves being there and loves the entire staff!

Division of Special Education Services

Instructional Staff Feedback

2020-2021

Prepared by
Orange County Department of Education
Evaluation, Assessment & Data Center

May 2021

Division of Special Education Services 20-21 Instructional Staff Feedback

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

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

Method:
The survey was administered as an online survey with an approximate 6-week administration window; March 29, 2021 to May 7, 2021. Following standard Evaluation, Assessment & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real time. The webpage address was emailed to the district the day after the survey window opened to ensure a high response rate. **At the end of the survey window, 119 survey responses were received (N=119 instructional staff)**.
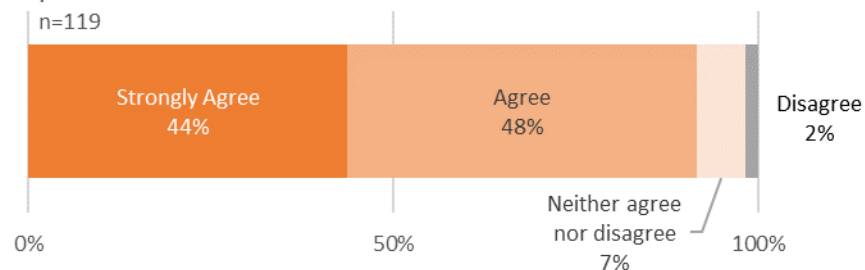
Analysis:
The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received.

Comparison to prior survey data was not conducted as new survey items were developed for 2020-21.

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

n=119

| Strongly Agree 44% | Agree 48% | Neither agree nor disagree 7% | Disagree 2% |

0%   50%   100%

Comments:
- DHH as well as Behavior classes, are over populated with students. there is a great need to hire more teachers and staff to help provide a better environment for our students.
- I don't think everyone is on same page when it comes to the mission of OCDE which causes conflict in classroom.

2. My school supports and values cultural diversity.

n=119

| Strongly Agree 47% | Agree 44% | Neither agree nor disagree 8% | Disagree 2% |

0%   50%   100%
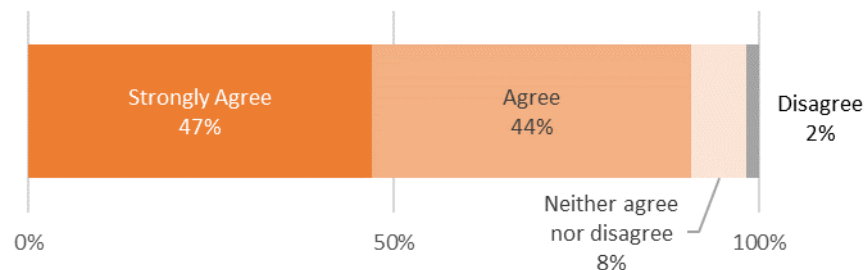
Comments:
- everyone is treated the same
- I thought we had a good diversity/inclusion training recently.
- In general, I would think so. It depends on the situation and who is involved in the situation. Some employees receive exceptions to "rules" that aren't given to others. For example, some employees who are related (mother and daughter) are allowed to be at the same school. Some employees are not
- In our classroom specifically we make purposeful decisions to include books and support materials that show and explore diverse backgrounds and cultures.
- Lunch menus still aren't in other languages.

3. When issues or challenges with the students or families arise, SES support staff are available to help me.
n=119

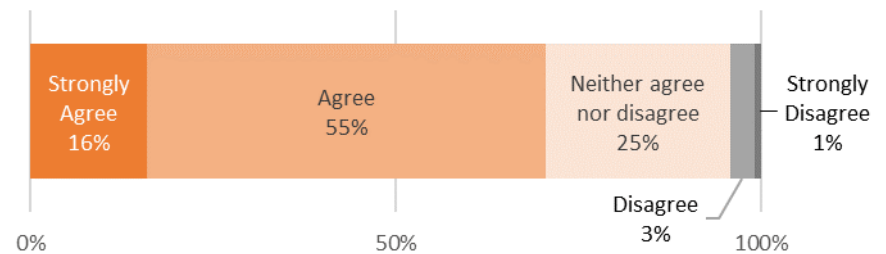| Strongly Agree 27% | Agree 53% | Neither agree nor disagree 19% | Disagree 1% |

0%   50%   100%
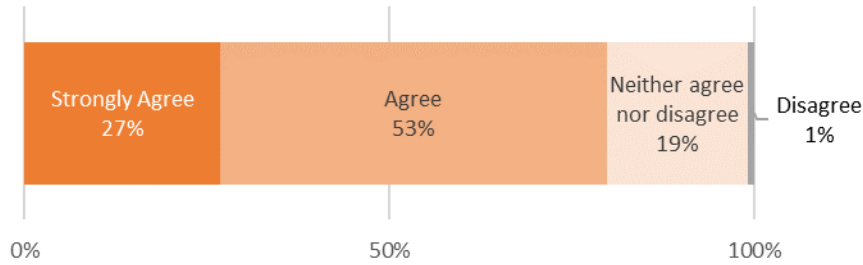
Comments:
- excellent collaboration
- SOS staff was very helpful when I had an issue with Zoom.
- What is the SES support staff and who would that point of contact be?

4. My workplace recognizes the importance of mental health and provides resources to staff.
n=119

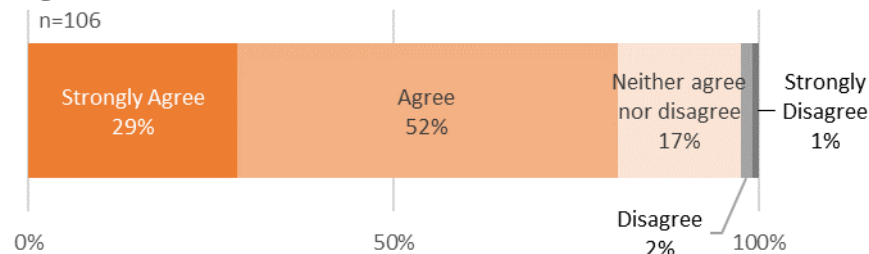| Strongly Agree 16% | Agree 55% | Neither agree nor disagree 25% | Disagree 3% | Strongly Disagree 1% |

0%   50%   100%

Comments:
- Hard to get the time to use the resources, but they are available.
- How?
- I have heard that OCDE offers mental health resources, but have seen no concrete materials, phone numbers, or emails to actually attempt to receive these services.
- I would hope so :)
- Ideas are provided. Such an exercise zoom class, but it was during teaching hours. Not real applicable. Mental health is OK but not when paperwork is due and piling higher.
- It was nice to get the Headspace app for free.
- psychs and crisis team always available to help
- Teachers are not given mental health days despite the ongoing pandemic. Counselors are able to take a mental health day. We rely on one another to check in how we are doing.

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

n=106

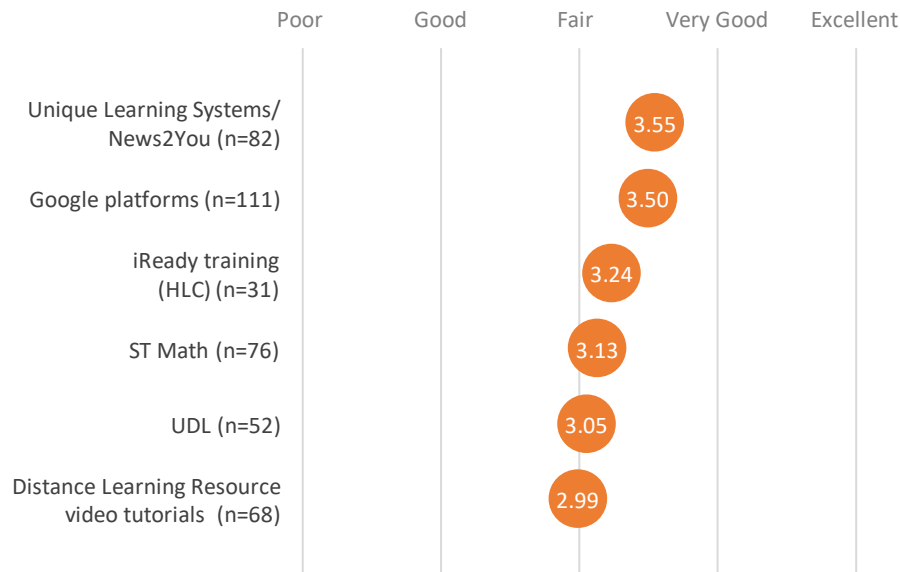| Strongly Agree 29% | Agree 52% | Neither agree nor disagree 17% | Disagree 2% | Strongly Disagree 1% |

0%　　　　　　　50%　　　　　　　100%

Comments:

- By Who ?
- I like hearing peoples personal experience in the classroom to help give varieties/options/ new ideas or ways of working with our students
- I'm very supported in my own pursuit of professional development. However, OCDE has not been able to provide any professional development opportunities that are specific to the population we serve for Listening and Spoken Language in the DHH Program.
- In general the county provides their staff with learning opportunities outside of work (union benefit)as well as the annual staffing (which was great this year). However, it would be great to have better trainings throughout the year for all staff so that we get on and stay on the same page.
- It would be nice if more training's were made available for para educators specifically geared towards the population of the classroom they work in. Also, if para educators were able to earn different certifications to make them more marketable.
- Not development in my field DHH. The DHH staff is forgotten in training, we are lumped into behavior training that has VERY little to do with our program.
- There again topics are not always in my area, but interesting.
- There have been on line required development that is not wholly relevant to our population(DHH). I would like to see more directly related to our program and paraeducators in particular.
- trainings and staff development always strongly encouraged

6. How would you rate the following professional development opportunties and educational software/resources?

Note. Orange dots represent 20-21 average scores.

	Poor	Good	Fair	Very Good	Excellent

Unique Learning Systems/ News2You (n=82) — 3.55

Google platforms (n=111) — 3.50

iReady training (HLC) (n=31) — 3.24

ST Math (n=76) — 3.13

UDL (n=52) — 3.05

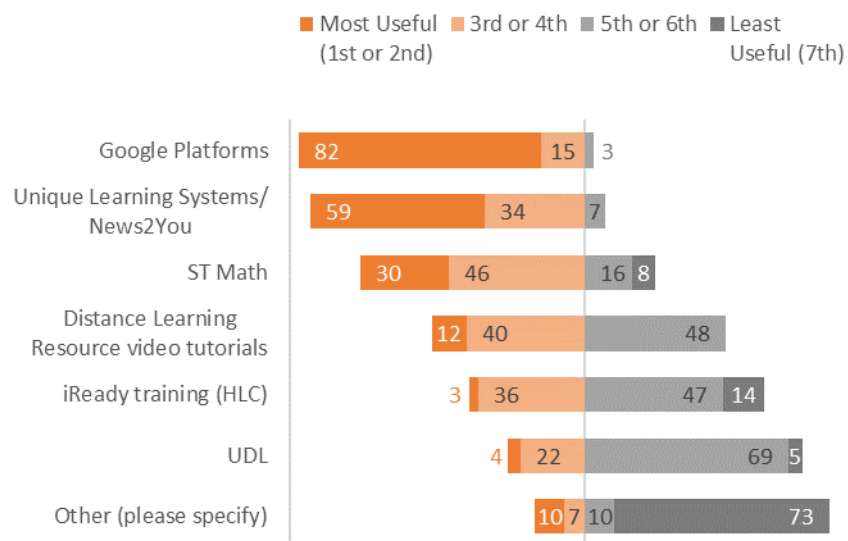Distance Learning Resource video tutorials (n=68) — 2.99

Comments:
- I have not used any of these regarding professional development.
- I have used google docs, slides and classroom extensively to teach.
- I know how to use these programs because of outside practice, if I were solely relying on what was included in the instructions or trainings that were given for them, I would have a hard time understanding how to use them, in fact many staff have asked for help learning to navigate these platforms.
- Sections with N/A are because I have never been introduced to those resources
- Some of the above, I am not familiar with.
- Very little support for teachers to develop skills in these areas. We have not been provided time nor support for appropriate training in technology.
- We are given very little information about possible professional development opportunities. Any/all development I have done has been through my own investigation of topics and looking for information / tutorials / workshops.

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

n=89

Legend: ■ Most Useful (1st or 2nd) ■ 3rd or 4th ■ 5th or 6th ■ Least Useful (7th)

Resource	Most Useful (1st or 2nd)	3rd or 4th	5th or 6th	Least Useful (7th)
Google Platforms	82	15	3	
Unique Learning Systems/News2You	59	34	7	
ST Math	30	46	16	8
Distance Learning Resource video tutorials	12	40	48	
iReady training (HLC)	3	36	47	14
UDL	4	22	69	5
Other (please specify)	10	7	10	73

Write-in responses:

- Boom Cards
- boom cards, tpt
- Brain Pop
- Conferencing with other SLPs working in the schools, reading blogs and articles written by SLPs for school based SLPs
- I do use # 3-6 [Unique Learning Systems/News2You, iReady (HLC), Distance Learning Resource video tutorials, and UDL]
- IXL, Nearpod
- Nearpod / California Science Interactive Text
- None of them are applicable to me
- online resources
- SANDI
- SeeSaw
- Starfall
- Teachers Pay Teachers
- Use of personal iPad to show notes via Notability for math students
- You Tube
- youtube

Comments:

- I can only rank 1 through 3 as I have not had experience with the other resources.
- I don't use any of the items except the first one that includes Google platforms
- Google classroom is a great resource for online learning.
- I do not use all of the listed platforms
- 1. Google (the rest I do not have experience with)
- I dont use most of this at my site.

Division of Special Education Services

Non-Instructional Staff Feedback

2020-2021

Prepared by
Orange County Department of Education
Evaluation, Assessment & Data Center

May 2021

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

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

Method:
The survey was administered as an online survey with an approximate 6-week administration window; March 29, 2021 to May 7, 2021. Following standard Evaluation, Assessment & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real time. The webpage address was emailed to the district the day after the survey window opened to ensure a high response rate. **At the end of the survey window, 47 survey responses were received (N=47 non-instructional staff)**.
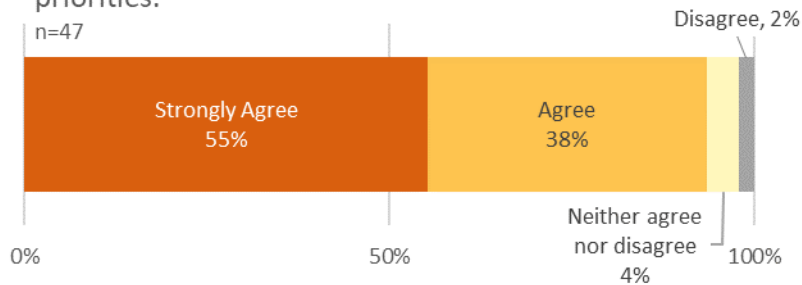
Analysis:
The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received.

Comparison to prior survey data was not conducted as new survey items were developed for 2020-21.

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

n=47

| Strongly Agree 55%	Agree 38%	Neither agree nor disagree 4%	Disagree, 2%

0%　　　　　　　50%　　　　　　　100%

Comments:

- I know the mission statement but, with our population of students who have developmental delays the mission statement and goals of spec. ed. does not apply to our students. A statement that states focus on acquiring life skills to improve their lives rather then academics would be better.
- I Like to find new ways to improve students life skills.
- I provide in-person instruction as well as Zoom instruction
- I was once aware of OCDE's goals, missions and priorities, however I feel that their is no standards anymore. Things just aren't what OCDE once stood for.

2. My workplace supports and values cultural diversity.

n=47

| Strongly Agree 49%	Agree 38%	Neither agree nor disagree 13%

0%　　　　　　　50%　　　　　　　100%
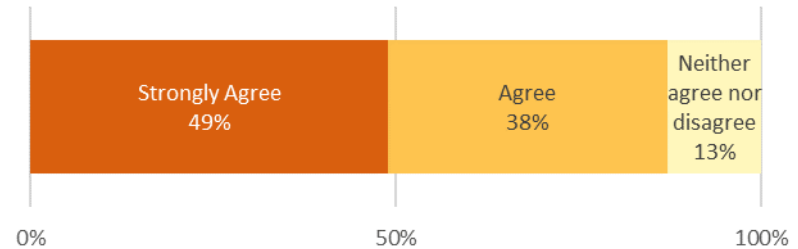
Comments:

- A lot of changes have been made in how we approach "culture" in class. We used to celebrate holidays (e.g. Chinese New Year, Black History Month, Cinco de Mayo). We are careful not to use offensive material. However, I do think some good materials get passed over for fear of being offensive.
- diversity is important but also to support and value staff that do not speak other languages or are diverse. honor seniority para. that speak a 2nd lang. and have bus routes should not make more then a para who has worked 35 yrs + bus routes should be by seniority new para need to work their way up.
- I do have one mom who speaks Arabic and has trouble understanding the paperwork sent home. However, our site does value the diversity of our students and staff.

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

n=47

| Strongly Agree 32% | Agree 43% | Neither agree nor disagree 23% | Disagree, 2% |

0% 50% 100%
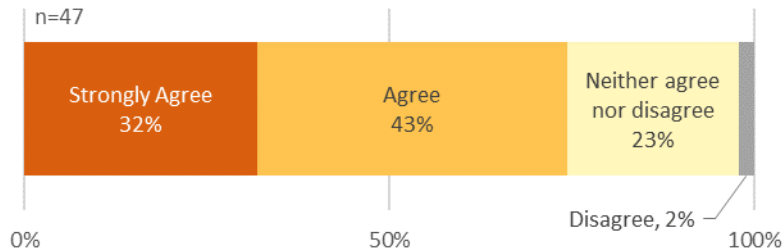
Comments:
- there is the eap that is really good but there are never mental health guest speakers or trainings on that. there are some staff that are mean and effect other mental health and that is not addressed. teachers are supported more then para.'s when para's do not want to work in a rm that maybe why.
- We could use a little more staff morale boosters. Like catered lunch or lunch gift cards or just some breakfast pastries once in a while.

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

n=47

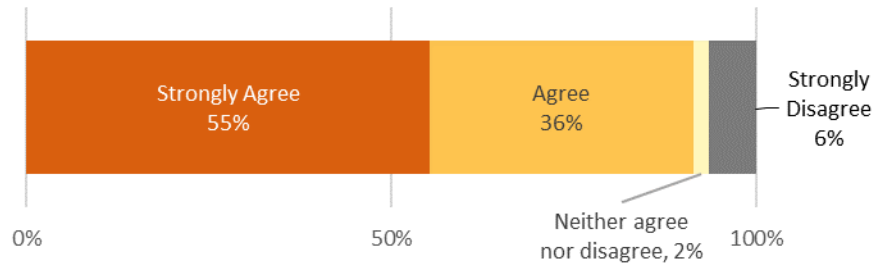| Strongly Agree 43% | Agree 49% | Neither agree nor disagree 6% | Disagree 2% |

0% 50% 100%
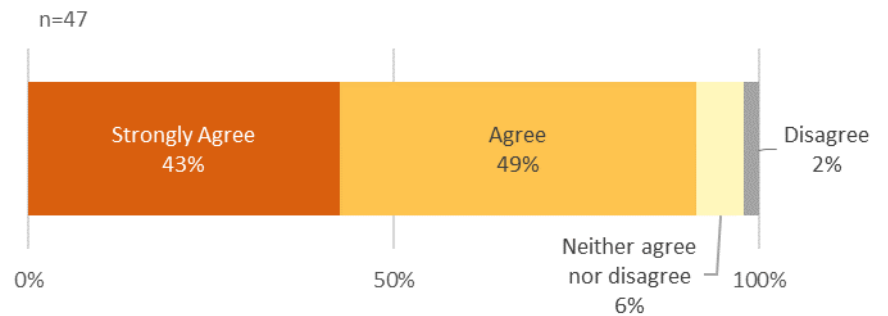
Comments:
- I personally feel like I'm one of the few who truly care for our students and their future. The ones getting hired now days come for a paycheck, socialization with fellow staff and are on their phones the rest of the day. Nobody seems to care anymore. Its sad and frustrating to see.
- para's are not valued.They are only noticed if a teacher says they are a problem. They have no say where they are placed, when they do most of the work I think there should be senior para.'s, bussing should be done solely by seniority and para. should offer input for teacher reviews to improve.

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

n=47

| Strongly Agree 55% | Agree 36% | | Strongly Disagree 6% |

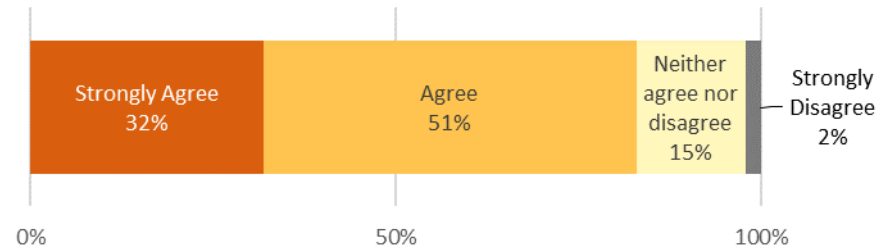Neither agree nor disagree, 2%

0%   50%   100%

Comments:
- when there are issues they are not changed or the person is not supported. it takes 2 when there are issues. a anonymous comment box might be nice. admin. should come to the classes and stay longer ask para for input for improvement not just teachers. nursing staff does not support us when kids ill.

6. I am receiving support in my professional development.

n=47

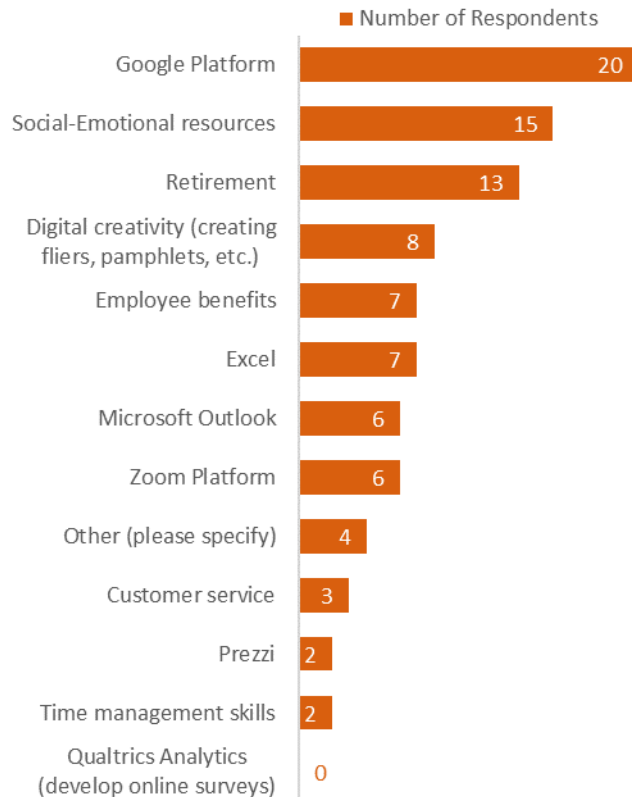| Strongly Agree 32% | Agree 51% | Neither agree nor disagree 15% | Strongly Disagree 2% |

0%   50%   100%

Comments:
- some programs were stopped. forms for programs that are available are not accessible or known. we should encourages para w/ internships for teaching, nursing, admin. ancillary & more training for subs. promote from within. let anyone apply instead of being hand picked. let state test apply as p.d.

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

■ Number of Respondents

Category	Number of Respondents
Google Platform	20
Social-Emotional resources	15
Retirement	13
Digital creativity (creating fliers, pamphlets, etc.)	8
Employee benefits	7
Excel	7
Microsoft Outlook	6
Zoom Platform	6
Other (please specify)	4
Customer service	3
Prezzi	2
Time management skills	2
Qualtrics Analytics (develop online surveys)	0

Write-in responses:

- How to deal with and de-escalate aggressive students
- I am willing to learn to create more forms, etc. that will be useful to Special Ed.
- more support for para. taking state test let them do school hours w/ ocde make forms easy to find on line and submitted on line. also how to correctly read IEP goals, behavior charts, we use zoom and google so train us on them to be more effective employee's
- Taking Spanish

Comments:

- I look forward to any professional development that is offered.
- Para. should be consulted on classroom issues, students, comm. etc. as they do most of the work. offer insentives once in awhile. offer positions within to all. honor seniority. contract is not followed for bus routes. offer bonuses for non 2nd lang. employee's too. have employee month at schools
- Retiring in June