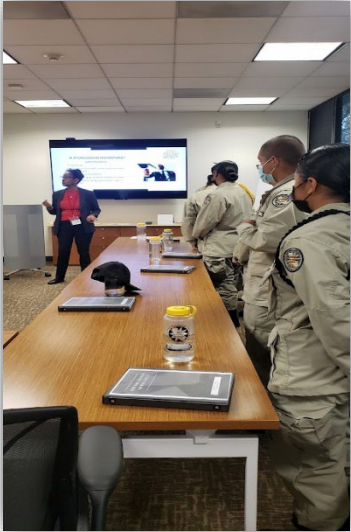# Orange County Department of Education

2021-2024
Local Control and Accountability Plan (LCAP)

LCAP Year 2022-2023
including
Supplement to the Annual Update to the 2021-2022 LCAP

LCFF Budget Overview for Parents

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

CDS Code: 30103063030764

School Year: 2022-23

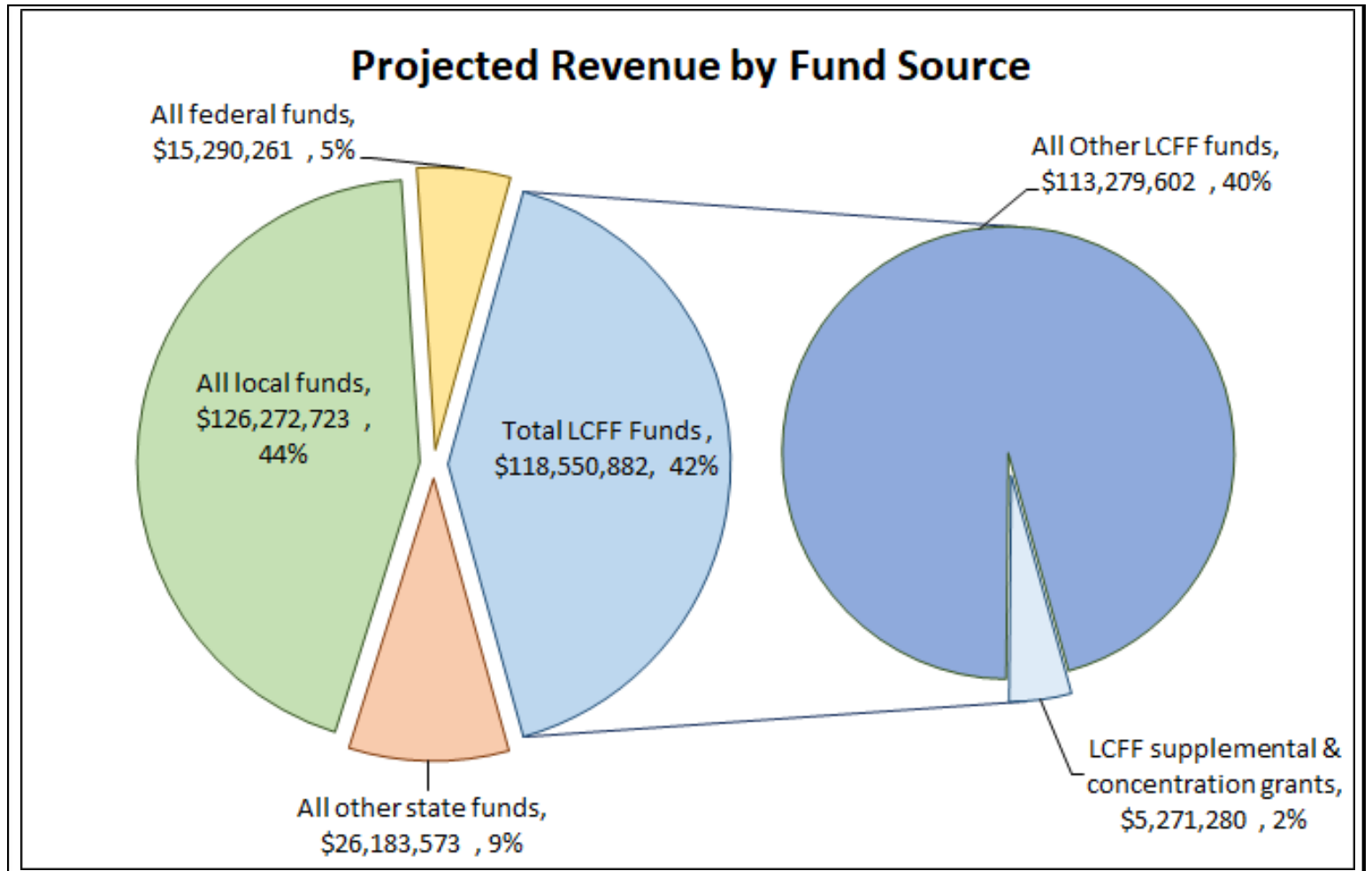LEA contact information:

Christine Olmstead, Ed.D.

Interim Chief Academic Officer

colmstead@ocde.us

(714) 966-4396

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 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $15,290,261, 5%

All Other LCFF funds, $113,279,602, 40%

All local funds, $126,272,723, 44%

Total LCFF Funds, $118,550,882, 42%

All other state funds, $26,183,573, 9%

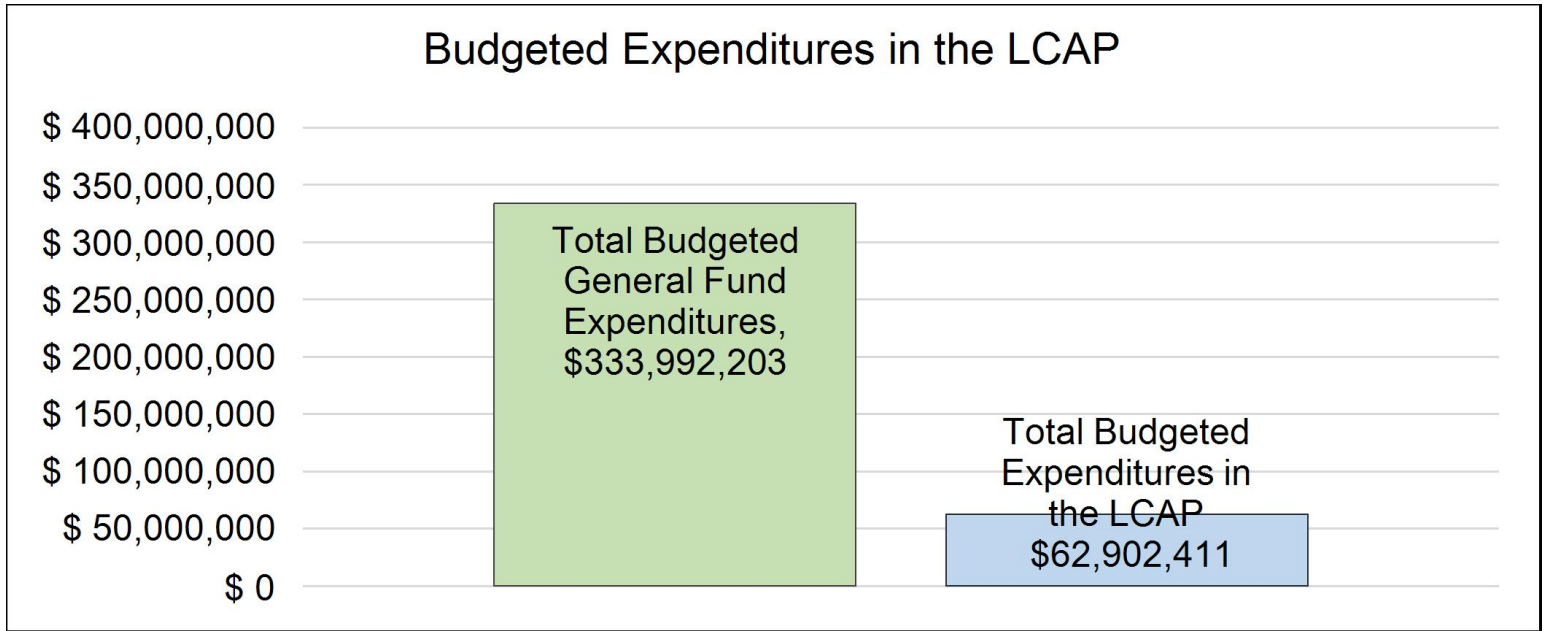LCFF supplemental & concentration grants, $5,271,280, 2%

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

The text description for the above chart is as follows: The total revenue projected for Orange County Department of Education is $286,297,439, of which $118,550,882 is Local Control Funding Formula (LCFF), $26,183,573 is

other state funds, $126,272,723 is local funds, and $15,290,261 is federal funds. Of the $118,550,882 in LCFF Funds, $5,271,280 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, $333,992,203	Total Budgeted Expenditures in the LCAP $62,902,411

Y-axis values: $ 400,000,000 / $ 350,000,000 / $ 300,000,000 / $ 250,000,000 / $ 200,000,000 / $ 150,000,000 / $ 100,000,000 / $ 50,000,000 / $ 0

This chart provides a quick summary of how much Orange County Department of Education plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Orange County Department of Education plans to spend $333,992,203 for the 2022-23 school year. Of that amount, $62,902,411 is tied to actions/services in the LCAP and $271,089,792 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

OCDE's vision is that "Orange County students will lead the nation in college and career readiness and success," and we play a supportive role in the fulfillment of this vision in collaboration with educators at all levels of student development, from early childhood 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 and Accountability Plans for 28 school districts in Orange County. As a county office, we incorporate expenditures to help support the various functions needed to help our districts, community colleges, and special agencies. We provide payroll, retirement reporting and check disbursement for school districts, community colleges, and special districts, and we partner with districts to provide a financial system of support, legal services, and credentialing services.

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

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

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Orange County Department of Education is projecting it will receive $5,271,280 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 $8,565,829 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 2021-22

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $2,713,751

☐ Actual Expenditures for High Needs Students in LCAP — $2,124,053
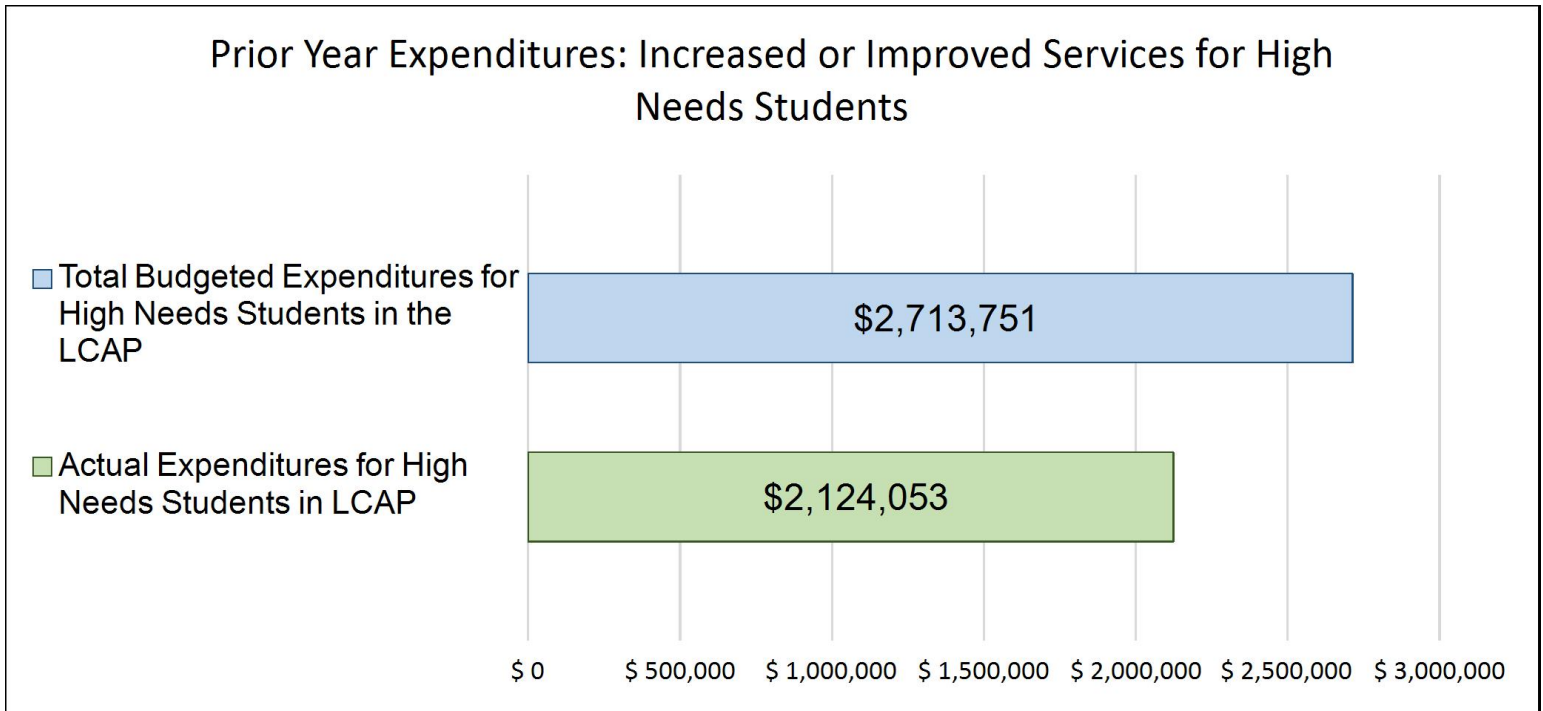
This chart compares what Orange County Department of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Orange County Department of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Orange County Department of Education's LCAP budgeted $2,713,751 for planned actions to increase or improve services for high needs students. Orange County Department of Education actually spent $2,124,053 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $_____ had the following impact on Orange County Department of Education's ability to increase or improve services for high needs students.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orange County Department of Education	Christine Olmstead, Ed.D., Interim Chief Academic Officer	(714) 966-4396

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

In accordance with California Education Code (EC) Section 52604, the Orange County Department of Education (OCDE) prepares an annual Local Control Accountability Plan (LCAP) to establish goals, plan actions, and maximize resources to improve student outcomes. The LCAP outlines the use of funding received via the Local Control Funding Formula and is developed with input from OCDE's education partners. In the 2021-22 school year, additional education funding via the Budget Act of 2021 was received by OCDE, including the Educator Effectiveness Block Grant and the A-G Improvement Grant. Like the LCAP, education partners were engaged to determine the best use of these funds.

After several years of participating in the development of the LCAP, OCDE's education partners understand the vital role their feedback plays in the continuous improvement efforts of OCDE's school programs, which serve some of Orange County's most vulnerable student populations. Therefore, when the Budget Act of 2021 authorized additional funding for LEAs to support schools and mitigate lost learning during unprecedented times, the education partners acknowledged and appreciated OCDE's ongoing efforts to include them in the planning process for these funds.

To address the use of funds provided through the Budget Act of 2021, the input and interests of both internal and external partners was gathered and considered. School staff in OCDE's programs are fortunate to have developed a strong rapport their students and families, which allows them to better understand their students' individual circumstances. Training for staff on "Know My Name, Face, and Story" reiterates the value of establishing genuine connections with students and their families through engagement, culturally-responsive teaching, and social-emotional learning, and these relationships provide staff with a unique perspective on the needs of students. Feedback from instructional and non-instructional staff is gathered both formally (i.e. electronic surveys in January 2022) and informally (i.e., weekly staff meetings, brainstorming sessions, professional learning communities) and contributes to program planning. Teachers have also been able to

interact with their students in-person during the 2021-22 school year, resulting in firsthand information regarding the supports, services, and resources that would be most impactful to the students and their families. Surveys were also sent to OCDE families in January 2022 to solicit their feedback regarding the school program and supplemental resources which would mitigate lost learning and enrich the curriculum from the perspective of their child.

OCDE leadership maintains ongoing contact with its educational partners to discuss the needs of students and generate ideas for how to improve the school programs. As OCDE serves a unique population of students, representatives from a variety of organizations are included in these conversations. Staff from the Orange County Probation and Social Service departments, the Orange County Juvenile Court, Orange County Healthcare Agency, and numerous non-profit entities contribute feedback during weekly discussions and interactions regarding suggested uses for the funding received via the Budget Act of 2021, with a particular focus on the needs of foster youth, English Learners, and students who are low-income.

Feedback sessions with additional education partners, including the classified and certificated employee Associations and Orange County Child Welfare and Attendance Directors, will be conducted in March and April 2022, respectively, and weekly meetings with division leadership teams will continue to be held to provide ongoing, real-time input on the needs of students and staff.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

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

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The influx of one-time federal funds presented a unique opportunity for OCDE to develop new and creative services and programs to increase supports to students and continue recovery from the Covid-19 pandemic. As with all education plans prepared by OCDE, the input received by education partners was essential to the development of cohesive plans for funds associated with Elementary and Secondary School Emergency Relief (ESSER III) and Expanded Learning Opportunities (ELO). In addition to providing opportunities for the public to share their feedback on the plans during meetings of the Orange County Board of Education in May 2021 (ELO) and October 2021 (ESSER III), surveys

were distributed and zoom meetings and discussion groups were held monthly with various collaboratives, including parents and partner agencies, as outlined in the Engagement sections of both plans noted below.

To maximize funding, OCDE participated in interactive planning in the use of all federal resources related to Covid-19 and CARES Act funding, which included Learning Loss Mitigation Funds (LLMF), ESSER I, Governor's Emergency Education Relief (GEER I), and ESSER II. Through cycles of continuous engagement with education partners, OCDE was effectively able to leverage feedback in order to develop cohesive, aligned plans throughout the year which represented the needs of students and the input of partners.

ESSER III Expenditure Plan: (https://ocde.us/ACCESS/Documents/OCDE%20ESSER%20III%20Expenditure%20Plan%20-%20adopted%20by%20OCBE%2010.6.2021.pdf)

Expanded Learning Opportunities Grant Plan: (https://ocde.us/ACCESS/Documents/OCDE%20Expanded%20Learning%20Opportunites%20funding%20application%20-%20Board%20approved%205.5.2021.pdf)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

OCDE's ESSER III Expenditure Plan is student-focused and safety-driven with actions designed to re-engage students, provide essential supports, and offer additional learning opportunities in safe and welcoming environments. Despite the demands presented by the pandemic, OCDE school programs have continued to create safe spaces where students are able to grow in their learning, experience success, and meet their goals.

The implementation of the OCDE ESSER III Expenditure Plan includes both successes and challenges, which provide reasons to celebrate and opportunities to engage in collaborative problem-solving. Among the successes celebrated by OCDE, we include the following:

- The distribution and maintenance of technology which allows our students and staff to learn and work effectively in both remote and in-person settings, as needed. Updated devices and connectivity tools are continuously deployed, and a mechanism is in place to assist in troubleshooting problems.

- The ongoing disbursement of Personal Protective Equipment (PPE) to OCDE schools sites and offices encourages safe practices. Across the organization, OCDE safety teams are prepared with information, supplies, and systems of support which provide a framework that allows OCDE to continue providing high-quality education to students in safe environments. The availability of PPE supplies has allowed OCDE to take a strong, defensive position in the fight against the spread of Covid-19, thus allowing staff and students to safely participate in in-person teaching and learning.

- The creation of new outdoor learning spaces has provided enhanced opportunities for students to safely participate in group and hands-on supplemental academic activities.

- Advanced career and skill building activities are available to students with additional Career Technical Education courses which allow students to experience the practical application of learning in real-life settings, such as building and construction, cyber security training, and industry-specific certifications.

- OCDE continues to prioritize outreach to families as education partners and valued members of the school community. Augmented efforts to engage and re-engage families has resulted in greatly improved participation in school meetings, which in turn reflects an increase in student attendance and achievement.

- Targeted academic interventions are providing additional support directly to students. With more staff focusing their attention on the individualized needs of students, OCDE schools have seen a decline in chronic absenteeism rates among English learners, foster youth, and student with disabilities.

- Increased services in the areas of social, emotional, and health interventions provides students with additional valuable resources and greater access to support personnel.

Challenges in the implementation of the OCDE ESSER III Expenditure Plan can be attributed to the circumstances surrounding the pandemic and include the statewide hiring shortage for education professionals, the occasional necessary quarantine periods for staff or students, and the ongoing physical and mental health demands placed on our communities. As a leader in the education community, OCDE addresses these barriers for students, staff, families, and Orange County districts with open, honest communication and strategic planning throughout the school year.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

In the 2021-22 school year, OCDE is using its fiscal resources to enhance educational opportunities for students, increase support services, maintain site safety, and provide instructional staff with tools and resources to promote ongoing student academic achievement.

In order to effectively align actions and services and maximize resources across plans, OCDE engages in comprehensive strategic conversations when developing expenditure and program plans, including the LCAP, the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan. Through cycles of continuous engagement, education partners are made aware of funding opportunities and plan requirements, and feedback is solicited on ideas for best practices to design plans with actions that are

integrated, functional, and beneficial to students. For example, a current trend among OCDE's education partners is a significant interest in providing students with increased learning opportunities to enhance the curriculum, as well as social, emotional, and health supports essential to student wellness. Therefore, OCDE plans are coordinated to highlight these areas of focus and create a network of support by maximizing resources.

Similarly, OCDE includes school administration in an inclusive planning process for each required plan in order to create school leaders who are engaged in, knowledgeable of, and committed to plan implementation and fiduciary oversight. Empowering school staff in the plan development process results in a cohesive focus among plans and ensures a student-center approach to actions and services.

Another method OCDE uses to ensure there is an identifiable through-line among applicable plans is via the use of state and local data to assess student progress. These accountability measures allow OCDE to evaluate student and program data and make adjustments to services and actions to respond to the needs of students, leading to improved student outcomes and plan connectedness.

OCDE has also established internal administrative systems which allow for the ongoing evaluation of budget expenditures to ensure proper calibration with the goals and actions of each plan. By ensuring the alignment of expenditures and actions, OCDE is able to consistently execute its plans in accordance with state and/or federal requirements.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs

to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff*

who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "*A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.*"

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "*A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.*"

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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	Christine Olmstead, Ed.D. Interim Chief Academic Officer	colmstead@ocde.us (714) 966-4396

Plan Summary [2022-23]

General Information

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

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

The OCDE Local Control and Accountability Plan (LCAP) reflects the school programs operated by the Orange County Department of Education through its Division of Special Education Services (SES) and Division of Alternative, Community, and Correctional Education Schools and Services (ACCESS), which includes the ACCESS Community Schools, ACCESS Juvenile Institution Schools, and Community Home Education Program/Pacific Coast High School (CHEP/PCHS). Collectively, these OCDE school programs serve approximately 2,540 students daily at 48 locations countywide utilizing a variety of instructional models.

OCDE's personnel offer support, professional development, and student programs through its divisions and departments. We recognize that college and career readiness and success requires the contributions of education professionals at all levels of student development, and for students, it involves not only academic mastery, but also emotional and social development in safe, supportive, and inclusive schools and communities. College and career readiness and success are defined by individual student interests, capacities, and choices, and all students need support to acquire competencies and skills that will allow them to succeed in the 21st Century. Students are provided 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 additional 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 and ongoing academic achievement, and support for positive collaborative behaviors that promote students becoming productive citizens who are college, career, and life ready.

The thread that is woven throughout this document is one of engagement. The goals, actions, and services reflect the collaboration and participation of students, staff, parents/guardians, and educational partners in OCDE's continuous improvement process. Through ongoing partnerships, outreach, communication, and reflection 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 historically underserved students who have not been successful in traditional school environments. Our independent study program, Pacific Coast High School, also WASC-accredited, offers University of California (UC)-approved, online, on-campus, and hybrid course options for its students. In addition, our Community Home Education Program serves and supports parents who wish to teach their Transitional Kindergarten (TK) through 8th grade children at home. OCDE also operates the Division of Special Education Services that serves students with severe physical and cognitive disabilities, and deaf and heard of hearing students from birth through 22 years of age residing in Orange and surrounding counties.

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

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

- ACCESS Juvenile Court School Programs (AJH) serve adjudicated youth in juvenile hall, probation camps, alternative means to confinement programs, and social service emergency placements. These students are wards of the court and are often transferred

between juvenile court schools as a result of Probation or Social Service Department guidelines. The average stay within these facilities is between 30 and 45 days. However, a small group of incarcerated students receive longer commitment times and remain three or four years, or may stay in these programs up to the age of 22, if deemed appropriate by the juvenile court.**

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

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

The majority of students served in OCDE's school programs are expelled, severely credit deficient, have a history of truancy, and/or are highly at-risk of dropping out of school. Consequently, many of the actions and services listed in this document are designed to serve these students with a particular focus on the needs of unduplicated pupils: Foster youth, 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 69.35%. When appropriate, we have specifically identified the student subgroups and the actions and services intended to support them. A breakdown of OCDE student demographic information can be found in Appendix C.

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

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 schools experienced success at the LEA- and school-level, as evidenced by CDE reports, DataQuest, local assessments, LCAP surveys, and educational partner feedback in the following areas:

- Technology infrastructure continues to expand which supports equitable access to rigorous, standards-aligned instruction while assisting students in the development of 21st century skills.

- Participation at parent//guardian workshops and events increased by 80%. This is due in part to the use of virtual platforms which provided options for attendance when childcare or transportation was a challenge for the family. There was also an increase in the promotion of these opportunities via School Messenger and personal connections with the families by our team of Family Community Liaisons.

- English learners (EL) benefited from a variety of targeted supports including the continued deployment of English Language Development Assistants (ELDAs) who work individually and in small groups with EL students on their acquisition of English language skills. Additionally, EL students are supported through the District English Learner Advisory Committee (DELAC) meetings which experienced significant growth in our schools. ACCESS County Community School's parent/guardian attendance increased from 2 attendees to 106. At these meetings, parents and family members provide input regarding the impact of the ELD program on their child's progress in language development and learn new methods of supporting academics at home through increased communication and collaboration with their child's teachers.

- Teachers on Special Assignment (TOSAs) continued in their role as instructional coaches and participated in the development and adoption of standards-aligned curriculum to support the instructional capacity of our teachers and accessibility of the content for all students.

- Adopted curriculum has been successfully migrated to an online learning management system which was implemented program-wide in support of standardized and rigorous teaching and learning.

- Data from i-Ready, OCDE's adopted Reading and Math diagnostic and intervention program, reflected an increase in the percentage of students at or above grade level in these key academic skill areas. Highlights include a 4% increase among All Students and an 11% increase in the number of Low Income students scoring at or above grade level in Reading. In the area of at or above grade level scores for Math, low-income students increased by 7% and foster youth increased by 11%.

- The graduation rate continued to increase from the 2019-20 school year to the 2020-21 school year for all students (76% to 78.1%), among English Learners (65.6 % to 69.1%), and Socio-Economically Disadvantaged (69.8% to 74.1%) student groups.

- Chronic Absenteeism declined by over 10% for all students, 7.5% for foster youth, and just over 9% for students with disabilities. Additionally, the middle school dropout rate declined significantly by 14% among Homeless students and 20% for English Learners. The High School dropout rate among English learners declined by 6%. These metrics reflect an increase in student engagement, leading to personal and academic achievement.

- Career Technical Education (CTE) classes were offered through a variety of approaches, such as online classes, hands-on learning experiences, certification courses, and work-based learning programs through eDynamics and Edgenuity. For the 2021- 22 school

year, one new CTE pathway, Building and Construction, was established at the Orange County Juvenile Hall. In addition, Exploring CTE labs through Paxton Patterson were implemented at three community school sites and one court school.

- Staff was supported via professional learning based upon Shawn Achor's book, "The Happiness Advantage: The Seven Principles of Positive Psychology that Fuel Success and Performance at Work." As personnel returned to their offices and school sites, the principles learned from this book study and the accompanying activities supported their overall well-being, which in turn benefited the students and families with whom they work.

- A smooth transition from remote to in-person instruction was made possible due to the implementation and communication of safety protocols and processes, as well as ongoing support from the OCDE Safety team and site administration across OCDE's schools and programs.

- OCDE Foster Youth Services have successfully coordinated with Social Services and community partners to increase the percentage of foster youth who remain enrolled in their School of Origin (SOO), which provides stability for the students and lessens disruptions that often impede their educational progress.

- As a result of being identified for Differentiated Assistance, OCDE has been a member 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 student subgroup performance. Areas of collaboration this year have included student and staff engagement, curriculum, and instructional strategies.

- OCDE Special Education Division (SES) pivoted to a virtual learning platform, Google Classroom while schools were closed and have transitioned back to in-person learning. SES has continued to make Google Classroom accessible to students and families following students' return to in-person learning, while including a plan in each student's IEP in the event that an emergency circumstance creates the need to return to virtual learning. Maintaining this platform for the students provides access to the curriculum and assignments.

- SES continues to provide ongoing training and professional development for staff, including teachers, principals, ancillary staff, and paraeducators. In-person options have increased, while virtual options have continued to be available to meet the needs of school staff. The Assistive Technology (AT) team and Teacher on Special Assignment (TOSA) have continued to provide support to staff in the development of instructional planning, strategies, and best practices for in-person learning. SES continues to work with district partners to provide educational programs and services to students with disabilities.

- SES has provided increased access to instructional technology by purchasing iPads, applications, and Promethean boards to meet diverse student needs and support 21st century learning.

- SES is continuing to expand access to Career Technical Education (CTE) opportunities for students with significant disabilities. The SES CTE Project Liaison has begun to build partnerships with businesses and industry and actively seeks additional areas to add to current opportunities.

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.

Analysis of student data also identified opportunities for growth, as well as areas where expansion would positively increase student personal and academic achievement, strengthen the collaboration with educational partners, and align with the LEA- and school-level goals associated with continuous improvement.

- Expand the implementation of i-Ready, the adopted Reading and Math assessment and intervention program, with a focus on remediation which will provide students the academic skills necessary to access rigorous, grade level, standards-aligned curriculum.

- Increased the number of and participation in school-level English Learner Advisory Committee (ELAC) meetings to cultivate the school-home connection and collaboration in support of student English language acquisition, academic achievement, and family engagement, with a goal of 2 opportunities per Area per year, reflecting a minimum of 3.5% of families.

- Continue a targeted focus on student attendance rates to reach the goal of 83% (Overall), 79% (English Learners), and 75% (Homeless), utilizing designated staff for outreach, as well as web-based communication tools and the deployment of the Aeries Parent Portal.

- Identification and implementation of evidence-based strategies designed to decrease the high school dropout rates with specific attention paid to homeless and low-income students whose high school dropout rate increased more than other student groups in the past year at 6% and 5%, respectively.

- Continued momentum in the family engagement programs and offerings, which provide valuable input, communication, and opportunities for collaboration between the school and the home in support of student achievement.

- Expansion of successful site-based programs, such as Art for Healing, eSports, and career forums that engage students and encourage attendance, positive behaviors, academic achievement, and the development of life skills necessary for their successful transition to college and career upon graduation across all ACCESS sites.

- Expansion of academic counseling services to provide support for students that specifically increases their connection to and participation in the development of an academic plan that will best support them in achieving their educational, personal, and career goals.

- Many of our families have experienced an increased financial hardship due to the pandemic which can negatively impact student attendance and achievement. Therefore, there is a need to continue increasing community partnerships in order to provide additional support in addressing the basic needs of our students and families.

- OCDE schools and programs will continue to explore CTE options that fit within an alternative education setting, recognizing the value of these programs to engage and motivate students in school attendance and planning for their futures, aiming for the goal of at least 2 pathways offered across the schools and programs.

- Continue to expand support for foster youth who experience challenges related to multiple placements, upheavals, and personal situations that often impede their academic and personal growth and achievement. Building upon the network of support currently in place through specialized staff and resources, OCDE is committed to growing in the identification and implementation of evidence-based practices to meet the needs of these particularly vulnerable youth.

- While the SES CTE Project Liaison has worked to identify opportunities for authentic CTE student experiences, additional options for increasing the percentage of students who are "prepared" or "approaching prepared" on the OCDE Dashboard will be identified and provided. SES will work to develop a 2-course pathway in the Agriculture/Natural Resources industry sector. In addition, students will have access to career exploration activities related to other industry sectors.

- For students exiting OCDE's specialized programs, SES will continue to meet the needs of all students and prepare them for a successful transitions in the areas of education, employment, and independent living.

- With the return of in-person instruction, SES seeks to improve student attendance, as measured by Chronic Absenteeism measure (absence rate of 10% or higher of K-8th grade students), by increasing the connection parents and families feel with their child's school, which increased among all students (+7.2%), English Learners (+9.3%), Foster Youth (+5.9%), and Low Income (+18.2%). SES will continue to provide regularly-scheduled family events at school and in the community, as well as new opportunities for family engagement, including training on how to support students at school and home and the transition to post-secondary life for students with disabilities.

LCAP Highlights

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

The OCDE 2022-23 LCAP highlights our increased focus on the educational needs of economically disadvantaged students, emerging bilingual students, and Foster Youth. These populations were impacted disproportionately by the unprecedented challenges of the Covid-19

pandemic, and experienced greater learning loss and disengagement as a whole than their peers. The actions and services outlined in this LCAP have therefore been purposefully designed to re-engage these students and recover academic skills through hands-on learning opportunities, relevant co-curricular experiences, and targeted supports in the classroom.

Meaningful engagement of all educational partners in the LCAP process was a key to identifying the current needs of our unduplicated students and developing appropriate actions and services to support their educational and career goals and social-emotional growth in the post-pandemic landscape. Through focus groups, advisory committees, meetings, and surveys, OCDE reached out to families, students, school staff, and the community in both virtual and in-person formats to seek input. The actions and services in this LCAP reflect the insights that were shared by our partners.

Preparing all students for college and career success is the vision of the Orange County Department of Education. In 2021-22, OCDE launched an ambitious Career Technical Education (CTE) program to introduce students to the growing career sectors in Orange County and provide the training and materials needed to enter these careers. LCFF funds are set aside in this LCAP to support a CTE Coordinator and short-term teachers in ACCESS, as well as a CTE Project Liaison for our Special Schools Division to teach courses and develop career pathways articulated with local community college offerings. LCFF funds established CTE labs at five school sites this year to offer students the opportunities to explore career possibilities with the guidance of a credentialed teacher. A two-year career pathway program in Building and Construction was offered, as well as the CA Food Handler industry certificate, and three stand-alone online CTE elective courses in Career Preparedness, Professional Communication, and Personal Financial Literacy. OCDE's CTE programs provide all students with the technical training needed to enter high-wage careers, and this benefit is greatest for economically disadvantaged students. LCFF funds are also set aside in this LCAP to support college preparation for economically disadvantaged students by covering the costs of transportation for campus tours and college fairs, which would otherwise be prohibitive for families.

Many families continue to face significant economic challenges resulting from the pandemic, including loss of income, housing instability, and food insecurity. Rising inflation has made it difficult for families to keep up with basic expenses, creating barriers to school attendance and academic success for students. To address these needs, OCDE has opened two Family Resource Centers (FRC), one serving the Central and North areas of the county, and another located in the South Orange County Region. Through a partnership with a local food bank, each FRC will operate a school pantry program that will provide fresh produce and groceries for families. LCFF funds are set aside in this LCAP to purchase school supplies, bus passes, and basic necessities to distribute from the Resource Centers. These Centers are open to all families in need, while principally benefiting low-income families.

OCDE will address the needs of emerging bilingual students by establishing a self-contained Newcomer Classroom to be taught by a fully credentialed teacher with support from a dedicated Academic Support Assistant. LCFF funds will cover the costs of curriculum, supplemental materials, educational technology, reading books, and literacy software. The Newcomer Classroom will create a comfortable learning environment designed to support students with English language acquisition through instruction in all subject areas while building on students' existing knowledge and skills. Families will also be supported with access to literacy materials and linkage to community resources. LCFF funds will also support an expansion of parenting workshops to include both virtual as well as in-person classes. Through experiential activities, these workshops will equip families with strategies for supporting their children's educational needs in the home. While available to all families, designated workshop series are conducted in Spanish and principally benefit emerging bilingual students. Two emergent-

bilingual empowerment conferences for parents are also planned for the upcoming year, and will build the capacity of parents to participate in school decision-making.

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

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

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 educational partners 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 Aeries student information system and a data management system, as well as minutes from parent and family meetings 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 provided to 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 supports student achievement that leads to high school graduation and successful transitions to college and career.

Engaging Educational Partners

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

As schools returned to in-person instruction this year, OCDE utilized a variety of meetings and activities to engage our educational partners in the LCAP process in order to identify needs that have emerged in the post-pandemic landscape. Advisory Groups, Focus Groups, and surveys were primary means of outreach to educational partners, but input was also collected during more informal meetings throughout the year. Actions in this LCAP were developed specifically to address the input from our educational partners through a collaborative process that gives a voice to students, parents and caregivers, teachers, school staff, Orange County Board of Education, and community members.

Below is an overview of the engagement process used to prepare the 2022-23 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.

- Weekly meetings were held with the LCAP Steering Committee, comprised of classified, certificated, executive staff, and a representative from the North Orange County Special Education Local Plan Area (SELPA) to strategize the development of the LCAP document and incorporate the input, suggestions, and recommendations received from all educational partners.

- Members of the 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.

- The 2022-23 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 2022-23 LCAP were discussed at weekly ACCESS Leadership Team meetings and semi-monthly ACCESS Extended Leadership Team Meetings throughout the school year. These meetings consisted of school Administrators and Program Specialists, ACCESS Directors, and management staff from Human Resources, Title I, Title III, and Attendance and Records.

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

DIVISION OF SPECIAL EDUCATION SERVICES (SES)

- An LCAP survey was provided to instructional and non-instructional SES staff in December 2021 and January 2022 to gather feedback on the school program.

- Teachers and ancillary staff received updates and provided input on implementation of LCAP goals at staff meetings.

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

PARENTS/GUARDIANS AND FAMILIES OF OCDE STUDENTS

- The District English Learner Advisory Committee (DELAC) continued to meet virtually during the 2021-22 school year to provide parents with a monthly forum for sharing feedback on the needs of Emerging Bilinguals and the challenges they faced as the school returned to in-person instruction. Meetings were held on July 22, 2021; August 26, 2021; September 23, 2021; October 21, 2021; November 18, 2021; December 16, 2021; January 20, 2022; February 24, 2022; March 24, 2022; April 21 2022, and May 19, 2022.

- School Site Council meetings for the ACCESS County Community School (ACC) were held virtually on November 15, 2021, March 22, 2022, and May 25, 2022; and the SSC for the ACCESS Juvenile Hall Schools (AJH) met virtually on November 10, 2021, March 16, 2022, and May 19, 2022. These advisory groups provide an opportunity for families and school staff to participate in budget and program decisions regarding the School Plan for Student Achievement and to provide input on LCAP goals and actions.

- The ACCESS Family Engagement Committee met virtually on November 18, 2021, February 10, 2022, and April 21, 2022 to discuss the goals and actions of the LCAP and provide input.

- A virtual LCAP Focus Group was held on March 23, 2022 to provide families from all ACCESS regions the opportunity to comment on parent engagement activities and decision-making opportunities within the school. Input from the group was reflected in the narrative for the Parent Engagement Indicator on the California School Dashboard.

- Families had the opportunity to provide input on LCAP goals and actions during virtual Title I Annual meetings held on October 7, 2021 and December 1, 2021.

- Virtual Question and Answer sessions were held on February 2, 2022; February 10, 2022; March 23, 2022; April 13, 2022; and May 18, 2022 for families of students enrolled in AJH and input was recorded.

- Families of students enrolled in ACCESS AJH engaged in dialog with school administrators at a virtual Coffee With Principal event on August 11, 2021 and input was collected.

- In December, 2021 and January, 2022, an LCAP survey was conducted with families to gather input and inform the new goals and actions of the 2022-23 LCAP. The survey was conducted via telephone interview and was also accessible online.

COMMUNITY PARTNERS

- Representatives from over 40 educational partners, including public agencies, community groups, and local businesses were invited to attend a virtual LCAP Focus Group on March 9, 2022. School administrators provided an overview of the LCAP process, goals, and actions, and participants engaged in dialog on how the school can work effectively with community partners to support the needs of students and families.

- An electronic survey was distributed in April, 2022 to collect feedback on the LCAP goals and actions.

FOSTER YOUTH SERVICES

- For the past four years, the Foster Youth Services Coordinating Program (FYSCP) has been conducting, analyzing, and reporting out annual needs assessments with the Orange County School District Foster Youth Liaisons. In 2021-2022, 27 of the 29 Orange County School Districts (including ACCESS) submitted a completed needs assessment. FYSCP uses the needs assessment results to direct the support, training, and meeting topics each year for the LEAs.

- In 2021-22, FYSCP met quarterly with the FYSCP Executive Advisory Council (EAC) to address the needs and gaps for Foster Youth and education identified in a survey administered at the end of the 2020-21 school year. The EAC consists of various collaborative partners, including the Child Welfare Agency, Probation, school districts, charter schools, college/universities, caregivers, Court Appointed Special Advocates (CASAs), Juvenile Court, current or former foster youth, and other community partners. The results of this survey continue to drive the FYSCP goals and actions in LCAP and in the program plan reported to California Department of Education.

- Foster Youth District Liaisons and Homeless District Liaisons continued to meet virtually for quarterly meetings during the 2021-2022 school year. During these meetings, held on September 24, 2021, December 3, 2021, March 11, 2022, and May 20, 2022, Liaisons

shared best practices for supporting the educational needs of Foster Youth, and strategized about how best to address these areas in their LCAPs.

- Staff from the OCDE Foster Youth Services 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 December 2021 and January 2022 to collect their input regarding the quality of education, supports needed, and school climate.

BARGAINING UNITS

- Meetings were held with the Certificated Association (OCSEA) on March 18, 2022 and with the Classified Association (CSEA) on April 27, 2022 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 COMMENTS

- Public comments were collected in connection with OCDE LCAP presentation at the Orange County Board of Education meeting held on June 1, 2022.

A summary of the feedback provided by specific educational partners.

Throughout the 2021-22 school year, OCDE collected and responded to input from all educational partner groups in a variety of formal and informal virtual settings. The following is a summary of the feedback received from parents and caregivers, students, school and LEA-level staff, Bargaining Units, and community partners.

ACCESS

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

Parents had the opportunity to comment on the LCAP actions and services during monthly DELAC meetings held virtually During discussions, parents and guardians shared the following input:

- More Spanish-speaking staff at school sites would strengthen home-school communication
- CTE programs and certificates are important so that students can learn technical skills needed for a trade or to start a business

- Counseling for families, in addition to students, would be beneficial to support mental health needs
- An extended school day would allow students to participate in co-curricular activities to encourage engagement
- More communication from the school is needed, especially regarding students' attendance, grades, credits, and progress toward a diploma
- Additional tutoring staff would support students' academic needs
- A larger selection of school library books for students (surveys asking students what they would like to read)
- A Reading/Writing Specialist would be beneficial to work with students below grade level in English Language Arts
- Creating an incentive program would increase student motivation

ACCESS FAMILY ENGAGEMENT COMMITTEE

An advisory group comprised of a parent, teacher, administrator, school staff, and a community member held quarterly virtual meetings and shared the following input regarding the LCAP goals and actions:

- A parent portal is needed so that families can access information about their child's credits, grades, and attendance
- Two-way text messaging capability would increase engagement with with families and could be used to provide updates on student attendance
- A digital flyer board was recommended to provide a readily accessible location to share information on school events, meetings, and community resources with families
- Co-curricular activities like sports, performing arts, and field trips are appreciated by families, provide opportunities they could not afford themselves

LCAP PARENT FOCUS GROUP

- Seven parents attended a virtual Focus Group meeting and shared the following comments on how the school can address the family engagement priorities of the Local Indicator Report.
- Building Relationships: Organize more social events, perhaps on a weekly basis; staff should welcome parents when they enter a school site; students should not be sent home for behavior reasons, it should not be a punishment, need to break mental health stigma; improve relationships between teacher and parent
- Building Partnerships: Engage students in sports and arts activities and social clubs and cover the costs to families; hire more professionals to support students; provide English literacy classes for parents; continue to provide parenting workshops; offer more tutoring for students
- Support for Decision-making: Provide leadership skills training to build the capacity of parents to serve in leadership roles in the school

SCHOOL SITE COUNCILS

- 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.
- Members affirmed that the goals and actions of the LCAP were in alignment with the diverse needs of our student populations.

TITLE I ANNUAL MEETINGS

Title I Annual meetings held for both ACC and AJH provided information for families on Title I supplemental support services and included time for families to provide input for the LCAP. Families shared the following comments:

- Parents appreciate supportive teachers
- Parents noted a need for more open communication and frequent updates on student progress
- Parents reported they appreciate in-house resources

VIRTUAL QUESTION AND ANSWER SESSIONS

Six virtual Q and A sessions were held throughout the year to provide a forum for parents of students in the AJH institution schools to meet school staff and ask questions as well as share input for school plans. Parent comments included the following:

- Parents requested more communication from the school regarding students' credits and grades
- Parents expressed interest in more information about college and career readiness, CTE, and certificate programs

ACCESS PARENT AND GUARDIAN SURVEY

- A total of 357 surveys were received, 138 more more than last year, representing an increase of 39% and an overall response rate of 19%.
- Most parents and guardians believe the school supports and values cultural diversity and inclusion (84%), and they agree with with the priorities of the school (89%).
- A majority of parents and guardians indicated they feel their child is safe at school (86%).
- Although most parents feel their child is making academic progress (84%), fewer parents felt that their child was being prepared for college, career, and life (70%), indicating a need for program growth in this area.
- College and career readiness, college admissions, and financial aid topped the list of topics that parents would most like to see addressed in workshops. Parents said they preferred virtual workshops (42%) over in-person meetings (26%), and were interested in on-demand presentations as well (32%).
- While a majority of parents feel that communication from the school is timely and consistent (85%), parents said they would like more information regarding academic progress, credits, attendance, and additional supports needed for their child. Parents also shared the need for more communication assistance for Spanish-speaking families.
- Most parents and guardians said they had discussed their child's academic progress with their child's teacher (77%).

- Although a slight increase from previous years, just 73% feel their child's social-emotional needs are being met. Parents and guardians would like to see this topic addressed in workshops for families.

ACCESS PARENT AND GUARDIAN QUOTES

- "My son is attending ACCESS because he was expelled from his high school two years ago. He enjoyed working with the teacher and staff at this site so much that he decided not to leave ACCESS. That says a lot to me. The staff [who] works with him for his IEP is wonderful as well."
- "I want to thank all the staff at HLC for being so understanding and patient with my son' s advancement. [Program Specialist] and the team in the office including his teacher go above and beyond to make sure that he is well and [has] everything he needs."
- "The school does not provide classes or programs related to social-emotional skills and needs. My son is very quiet and and it would be great if the school was able to provide him these programs and skills that we are trying to help him with at home."
- "PCHS has been instrumental in helping my daughter achieve her academic goals. She has a 3.9 GPA and is thriving."

ACCESS STUDENTS

- A total of 187 student surveys were received from the ACCESS County Community School (ACC), and 105 from the ACCESS Juvenile Hall Schools (AJH) this year. Students completed the survey online or with paper and pencil, when necessary during a seven-week administration window from December 13, 2021 to January 31, 2022.
- A majority of students in both ACC (94%) and AJH 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 ACC and AJH 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 ACC felt the school includes their input in their educational plan (82%); while fewer students in AJH agreed (61%).
- Students in both programs feel the school supports and values cultural diversity (85% and 74%, respectively).
- Among ACC students, 83% said the school works with their parents or guardians to help them achieve success, while just 52% of students in AJH agreed, indicating a need for greater home-school communication in the institution school programs.

ACCESS STUDENT QUOTES

- "They have helped me with FAFSA, applying to college, and different resources."
- "Better breakfast...options of fruit like oranges, kiwi, bananas, strawberries, etc. Fruit has nutritional value and is refreshing to start off the day to learn!"
- " I would like to know I am doing in school and how my grades are."
- "Help me have a plan when I get out, about getting a job or other successful goals."

ACCESS STAFF

- A total of 160 electronic surveys were completed by ACCESS staff during the seven-week administration window from December 13, 2021 to January 31, 2022. 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 non-instructional staff (93%) indicated that they were aware of the goals, missions, and priorities of the school.
- Most non-instructional staff said they feel they are a significant contributor to the education of ACCESS students (90%).
- While a majority of all staff believe the school supports and values cultural diversity (95% of instructional and 88% of non-instructional), comments indicated that training would be beneficial in this area.
- Although most instructional staff said that ACCESS recognizes the importance of mental health and provides resources to staff (89%), fewer non-instructional staff agreed (71%), indicating a need for more support in this area.
- While 85% of instructional staff said they felt supported in their professional development needs, just 60% of non-instructional staff reported the same level of support, down from 70% during the 2020-2021 school year, pointing to a need for additional training options for these staff. The most frequently requested topics for training were Google platforms, Microsoft Suite, retirement/benefits, digital creativity, and social-emotional resources.

ACCESS STAFF QUOTES

- "With [new Assistant Superintendent], I feel our mission/values statement has the best chance yet to be embodied where it counts: the classroom."
- "A shout out to our Clinician who quickly provides interventions to distressed students with personal or behavior issues that abruptly transpire. He makes an impact at HLC with circles and caring student support."
- "I think my workplace supports the idea of cultural diversity and inclusion, but does not play an active role in integrating it in our classrooms or school culture."
- "Good tools, but to be sustainable and relevant, monthly training is needed...if teachers don't have PLC time built into the contract day, tools cannot be developed to fit the needs of the learning communities they serve."

DIVISION OF SPECIAL EDUCATION SERVICES

PARENTS AND GUARDIANS

- A total of 58 responses were received for this year's LCAP survey, which was conducted by emailing a link to an electronic survey during a seven-week administration window between December 13, 2021 and January 31, 2022.
- Nearly all parents and guardians (95%) said they had discussed their child's academic progress with their child's teacher, and a majority (83%) said they feel their child is making progress toward achieving their IEP goals. However, just 61% 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 (93%) feel their child is safe at school.

- While a majority (83%) 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, progress toward IEP goals, and their child's behavior in school.
- A majority of parents and guardians feel their child's social-emotional needs are being met (83%), the school supports and values cultural diversity and inclusion (89%), and they agree with the priorities of the school (84%).
- Parents and guardians indicated interest in workshops to address the topics of what to expect during the transition, social-emotional resources and support, health and safety, parenting skills, and educational technology. Additional topics requested included the conservatorship process and day school and post-secondary planning.

SES PARENT AND GUARDIAN QUOTES

- "My son has made more progress at OCDE in a year than he has made in seven years in a previous district."
- "The teacher and school communicate daily and provide opportunities for parents to share about their child."
- "The Trident team is supporting my son to make gains in his life skills."
- "The classroom and school staff provide me with information about him that matches what I see at home too. This shows me that they are in tune with my son and know him well to determine how he is feeling and what he needs each day."

SES STUDENTS

- A total of 36 student surveys were received from students, with the majority of respondents in grades 7-8. Students completed the survey online during a seven-week administration window between December 13, 2021 and January 31, 2022. Parents and guardians assisted students who were not able to complete the survey on their own.
- A strong majority of students (94%) indicated that the school provided them with appropriate materials and learning tools, such as email accounts, Google accounts, laptops, hotspots, and recreational reading books, as well as social-emotional support from School Counselors.
- Students said the school provides meaningful and engaging learning opportunities (94%) and prepares them for future college and career paths (94%).
- A majority of students (92%) felt the school includes their input in their Individualized Educational Plan (IEP), and most (94%) also said the school works with their parents or guardians to help them achieve success.
- Students feel the school supports and values cultural diversity (89%).

SES STAFF

- A total of 164 SES staff completed the electronic survey, administered during a seven-week window from December 13, 2021 to January 31, 2022. 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.
- The majority of both instructional and non-instructional staff indicated that they were aware of the goals, missions, and priorities of the school (86% and 85%, respectively).

- A majority of all SES staff said the school supports and values cultural diversity (88% and 95%, respectively).
- Fewer instructional staff reported that their workplace supports their mental health needs than agreed last year (64% compared to 71%). Comments indicated a need for more support, resources, and training in this area.
- Overall, fewer staff reported feeling supported in their professional development needs (70% of instructional staff, compared to 81% the previous year; and 70% of non-instructional staff, compared to 83% for the previous year). Comments indicated a need for more targeted staff development opportunities.

SES STAFF QUOTES

- "When issues or challenges with with the students and families arise, as they have and do...the IEP team, principal, psych, along with teachers do a great job working together."
- "There are acknowledgements to how important mental health is but the resources provided are limited."
- "I am multi-tasking all day for my two schools as well as supporting my administrator with her needs. Sometimes the day gets away from me and it would be beneficial to have some time management tips. Thanks!"
- "I could not be happier in my current work situation. I feel productive, appreciated, and supported."

OCDE

FOSTER YOUTH SERVICES

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

- Improve school stability
- Increase graduation rates and improve post-secondary transitions
- Increase school readiness through early childhood education services
- Improve cross-system collaboration and trauma-informed systems of care
- Build capacity of school districts and agency partners to improve education outcomes of foster youth

- During quarterly meetings, Foster Youth District Liaisons shared best practices for supporting the educational needs of Foster Youth, and strategized about how best to address these areas in their Local Control and Accountability Plans. Some of the best practices and strategies shared were: identification of foster youth students, implementation of Multi-Tiered Systems of Support (MTSS) within school districts, mentor programs, caregiver support meetings, community services partnerships, legislative updates, foster youth student feedback, school of origin transportation, trainings for school site staff, and school stability

OCDE/BARGAINING UNITS

- OCDE Management and representatives from the Orange County Schools Educators Association (OCSEA), as well as the California School Employees Association (CSEA) met in March and April during the 2021-22 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.
- Association members suggested that daily transportation for OCDE students could support improved attendance outcomes. This need that could be addressed by contracting with a private busing company.
- Association members also shared the need for literacy classes for parents who wish to learn English.

COMMUNITY PARTNERS

During the virtual Focus Group Meeting on March 9, 2022, representatives from our community partners shared ideas for addressing the three family engagement priorities identified in the Local Indicator Report.

- Building Relationships: Develop an orientation at enrollment; increase bilingual support; organize information fairs for students; engage parents with games and raffles at events; establish parent collaboratives at community centers; host more Coffee with the Principal events; continue virtual parenting workshops; utilize online tools, continue Community Network Nights, organize more E-sports events.
- Building Partnerships: Strengthen two-way communication; motivate students through services provided by community partners; provide more resources for substance abuse prevention, housing, transportation, right to work, and DACA.
- Support for Decision-making: Collaborate with arts organizations to develop more opportunities for visual and performing arts
- In April 2022, an electronic survey was distributed to key representatives from over 40 public agencies, local businesses, and community groups and seven responses were recorded. A majority of respondents (75%) indicated that ACCESS was meeting the academic needs of students and preparing them to succeed in college, career, and life.

COMMUNITY PARTNER QUOTES

- "By providing hybrid parenting workshops (online and in person at the same time) more often. ACCESS is doing an amazing job and is a joy working with any of their personnel."
- "Please continue with the strong support of our youth and the drive for excellence."

PUBLIC COMMENTS

- "We had been going through very hard moments. From my family, thanks to the teachers for providing support to my son and also offering parenting classes to support us as a family and we as parents help each other as a family and also that we as parents help understand our children at every stage of their lives."

- "Here in ACCESS, I have received a lot of support and the Disciplina Positiva classes have helped me tremendously to face the situations with my children."

- "I admire your efforts so your students can graduate."

- "We have enjoyed decades of our collaborative partnership in ensuring that educational services are reaching the most critical students in Orange County. We have worked side by side in assisting and developing the LCAP during our stakeholder meetings."

- "The collaboration with OCDE ACCESS, Special Schools, and local school districts continues to make a significant difference in supporting the educational needs of youth in foster care through school stability, support services and improving their academic outcomes."

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

Overall input from educational partners points to the need for more integrated systems of support throughout the school, increased capacity building for families and school staff, and more comprehensive College and Career preparation, especially for low-income families, English learners, foster youth, and students who are experiencing homelessness. The actions in this LCAP were developed to meet the needs of these learners, while supporting the academic growth of all students in the school.

GOAL 1 - ENGAGEMENT

Consistent, two-way communication between home and school continues to be identified as a primary need by all educational partner groups. Parents and guardians requested more frequent and accessible information regarding academic progress, grades, credits, attendance, behavior, and supports needed for their child. OCDE will continue development of a Parent Portal to meet this need (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 augment the use of the School Messenger communications system with additional platforms that will allow two-way texting with instant translation in families' home languages. (Goal 1 Action 1). An electronic bulletin board will also be established to provide a user-friendly way to publicize parent meetings, community events, and engagement activities at the school. When fully implemented, these new communication strategies will empower families with the information they need to support their children's achievement.

Families affirmed the benefits of parenting workshops to provide strategies for maintaining motivation, skills for strengthening communication, and practices for encouraging pro-social behaviors (Goal 1 - Action 2). In 2022-23, OCDE will double the amount of funding to support these

workshops, which will be provided both virtually as well as in-person. 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 (Goal 1 - Action 4).

Students, parents, and guardians expressed interest in resuming co-curricular activities to support student engagement and pro-social development. OCDE will offer extended learning learning opportunities to all students such as Summer at the Center, Library Link, E-sports, field trips, and other activities to strengthen home-school connections, foster interpersonal growth, and build student leadership capacity (Goal 1 - Action 3). LCFF funds will also support extra hours for teachers to supervise students participating in after school activities. Based on participant feedback and attendance data, OCDE anticipates that these activities will increase attendance, engagement, and student achievement.

Building the dual capacity of parents and school staff to work together to support student learning is a major component of the state's Family Engagement Framework. Yet, teachers and families expressed the need for training on how to develop strong home-school partnerships. With this goal in mind, OCDE will organize two 2-day conferences for parents and school staff to learn shared leadership strategies. LCFF funds have been designated to cover the costs of transportation, guest speakers, staffing, and refreshments (Goal 1 - Action 4). This action will principally benefit families of emerging bilingual students.

Safe and positive school climate is a high priority for all educational partners, as reflected in data from the California Healthy Kids Survey (CHKS), parent, student, and staff surveys, and feedback shared during focus groups and advisory committee meetings. 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 staff training on a range of safety and wellness-related topics, such as Restorative Practices, therapeutic arts, and positive psychology. These actions will help create a school climate in which students feel safe and respected, leading to increased attendance, engagement, and academic success.

A significant percentage of ACCESS students who are low-income are also experiencing homelessness (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 the Skyview and San Juan Capistrano community school sites, which serve as hubs for the distribution of basic supplies, supplied by the school or through donations from community partners (Goal 1 - Action 6). A partnership with Second Harvest Food Bank OC provides a school pantry at the resource centers, which supplies 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.

While federal, state, and community programs have helped meet immediate needs such as housing, utilities, transportation, and food, families share that the long-term effects of the COVID-19 pandemic continue to impact mental health even as material needs are being met. For students, these factors, combined with the transition back to in-person learning, 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 low-income, English learners, foster youth, 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

College readiness and career preparation is a need of vital importance expressed by all educational partners. OCDE will continue to promote student success by providing information, resources, and support to students, families, and caregivers (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 three Senior 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. (Goal 2 - Action 2). A Career Counselor will be hired to provide guidance for students in the Deaf and Hard of Hearing (DHH) Program. These activities, while supporting all students, will principally benefit low-income students by empowering families with an understanding of career pathways and resources specific to their needs, which will lead to increased attendance, engagement, and college and career readiness.

Parents and guardians, students, ACCESS staff, and community partners expressed the need for additional academic support for students, especially in the area of Mathematics. To address this need, OCDE will hire a Program Specialist and a Paraeducator to focus on math instruction and increase access to the curriculum. (Goal 2 - Action 1). In addition, 15 Academic Support Assistants (ASAs) will also be hired to provide individualized tutorial assistance in all subject areas (Goal 2 - Action 1). 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.

Input from families of emerging bilinguals indicates a need to provide more support for students newly arrived in the United States. OCDE will address this need by creating a self-contained Newcomer Classroom to be taught by a fully credentialed teacher with support from a dedicated Academic Support Assistant. LCFF funds will also cover the costs of curriculum, supplemental materials, educational technology, reading books, and literacy software (Goal 2 - Action 5). The newcomer classroom will create a shared learning environment designed to support students with English language acquisition through instruction in all subject areas while building on students' existing knowledge and skills. Families will also be supported with access to literacy materials and linkage to community resources. When emerging bilingual

students have the opportunity to learn in a welcoming, inclusive environment specifically tailored to their needs, they will make more rapid academic progress and will experience greater success when transitioning to regular classrooms, leading to improved outcomes.

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. New supplies will also be purchased to equip the designated CTE classrooms with needed instructional materials. Students will learn and practice professional and technical skills related to specific career paths through project-based learning, internships, and work-based learning opportunities, while also developing employment skills such as critical thinking, creativity, collaboration, and communication, leading to increased college and career readiness and success.

GOAL 3 - CONDITIONS OF LEARNING

Safe and well-maintained facilities are of primary importance to all educational partners. 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). To provide greater access to reading books, OCDE will purchase a license for a digital library of 80,000 audio recordings and electronic versions of a wide range of titles, including classics, young adult novels, and popular non-fiction books. Students may access the digital library from school or home, and may use the recordings for school assignments as well as for recreation. The electronic format allows students with disabilities to access the text through though specialized fonts, larger type, and enhanced contrast.

Input from all educational partner groups identify student welfare and regular school attendance as a priority. To support the welfare of all students and to provide leadership for LEA initiatives to improve student attendance, OCDE will 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.

High quality, relevant staff development opportunities is a need identified by both instructional and non-instructional ACCESS and SES staff. OCDE will provide training, materials, and resources in the areas most requested, including mental health and wellness, cultural diversity, equity, and inclusion, strategies for working with specific student populations, and educational technology (Goal 3 - Action 6). Targeted professional development for staff working with unduplicated pupil groups is essential to improve instruction and increase student

achievement. Providing staff with time to learn about the needs of identified student groups, explore best practices that build upon students' strengths, and collaborate with peers will enhance their ability to support learning goals and bridge implementation gaps, resulting in improved outcomes for all students and principally benefit those who are English learners, low-income or foster youth.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.
Contributions made by engaged stakeholders lead to improved student achievement. 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 effectively engaging students and their families to improve school climate and address student needs, we will lay the foundation for improved attendance 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 students who report that their school supports and values cultural diversity and inclusion, based on LCAP survey results.	Baseline data was not available.	(New metric for 2022-23. Baseline established.) ACCESS County Community school: 84% ACCESS Juvenile Hall school: 57%			ACCESS County Community school: 90% ACCESS Juvenile Hall school: 70%
Percentage of parent LCAP survey	ACCESS Division:	ACCESS Division:			Increase parent responses:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
responses received by the ACCESS Division and Special Schools Division	10% of parents responded to the 2021 LCAP Survey (corrected) Special Education Division: SPEC SCH: 20% of parents responded to the 2021 LCAP Survey	19% of parents responded to the 2022 LCAP Survey Special Education Division: SPEC SCH: 14% of parents responded to the 2022 LCAP Survey			ACCESS Division - 30% Special Education Division - 25%
Number of parent/guardians of English Learner students who attend District English Language Advisory (DELAC) Committee meetings to ensure at least 2 parents are present per school.	ACCESS County Community: 2 parents ACCESS Juvenile Hall: 2 parents OCCS: CHEP and PCHS: 1 parent Orange County Special Education school: 0 parents (Source: Title III Program office)	ACCESS County Community: 106 parents ACCESS Juvenile Hall: 9 parents OCCS: CHEP and PCHS: 3 parents Orange County Special Education school: 0 parents (Source: Title III Program office)			ACCESS County Community: 150 parents ACCESS Juvenile Hall: 15 parents OCCS: CHEP and PCHS: 8 parents Orange County Special Education school: 4 parents
Number of ACCESS County Community parents/guardians of	ACCESS County Community: 0.5%	ACCESS County Community: 0.5%			ACCESS County Community: 3.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language learner students who attend school's English Learner Advisory Committee (ELAC) meetings.	(Source: 2018-19 Sign-ins)	(Source: 2021-22 Sign-ins)			
Number of parent/guardian events, training, and/or opportunities to facilitate family involvement.	2018-2019 In-Person Parent/Guardian Engagement Activities All ACCESS Schools and Programs: 161 Special Schools: 18 (2018-19)	2021-2022 Family Engagement Activities All ACCESS Schools and Programs: 275 Special Schools: 23			All ACCESS Schools: Family Engagement Activities: 178 OC Special Education Division: 24
The attendance rate for the following student groups: English Learners and Homeless	2018-2019 attendance rate: 79.88% English Learners: 75.90% Homeless: 72.82% (Source: 2018-2019 CALPADS 14.2 and 8.1(EOY3))	2020-2021 attendance rate: 79.84% English Learners: 73.19% Homeless: 67.40% (Source: 2020-2021 CALPADS 14.2)			Overall attendance: 83% English Learners: 79% Homeless: 75%
Chronic Absenteeism rate	ACCESS: Overall: 52.3% English Learners: 56.7%	ACCESS: Overall: 42.1% English Learners: 55.1%			Decrease Chronic Absenteeism Rate: ACCESS: Overall: 42.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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)	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)	Foster Youth: 28.4% Homeless: 63.3% SED: 47.1% SWD: 33.2% OC Special Education: Overall: 37.5% English Learners: 49.5% Foster Youth: 27.3% Homeless: 0% SED: 45.9% SWD: 37.5% (Source: DataQuest, 2020-2021)			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%
LEA Suspension Rate	1.6% (Source: DataQuest, 2019-2020)	0.1% (Source: DataQuest, 2020-2021)			1% Suspension Rate
LEA California Dashboard Graduation Rate (1 year, 12th grade cohort, per CDE formula for County Office LEA and schools)	All Students in the Graduation Cohort: 76% (Source: 2020 CDE Report/Dashboard)	All Students in the Graduation Cohort: 78.1% (Source: 2021 CDE Report/Dashboard)			All Students in the Graduation Cohort: 80%
LEA Middle School Drop Out Rate	All Students:12% Homeless: 31%	All Students:11% Homeless: 17%			All Students: 10% Homeless: 29%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Low-Income: 12% Students w/Disabilities: 3% English Learners: 20% (Source: Aeries/SIS Report CALPADS information day 20-21.)	Low-Income: 12% Students w/Disabilities: 0% English Learners: 0% (Source: Aeries/SIS Report CALPADS information day 21-22.)			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: Aeries/SIS Report CALPADS information day 20-21.)	All Students: 20% Homeless: 26% Low-Income: 18% Students w/Disabilities: 11% English Learners: 20% (Source: Aeries/SIS Report CALPADS information day 21-22.)			All Students: 17% Homeless: 18% Low-Income: 21% Students w/Disabilities: 9% English Learners: 24%
LEA Expulsion Rate	0% (Source: 19-20 DataQuest)	0% Source: 20-21 DataQuest)			0%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Increased Communication for All Educational Partners	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.	$174,912.00	No
1.2	Family Engagement to Close Equity Gaps	Parent feedback reflects their interest in participating in school events that connect families with their child's teacher and provides school site information and resources to support positive student outcomes. This is especially true for the families of our students who are English leaners, foster youth, and low-income for whom engagement between the school and the home historically has been less accessible due to barriers including transportation, lack of child care, and the inability to interact with school staff in their home language. We will provide students and their families with opportunities to participate in multi-lingual activities, such as parenting workshops and parent/school information nights, that offer parents and students the knowledge necessary to navigate the educational system and to advocate for student needs. Family engagement will lead to increased attendance, engagement, and academic achievement for students.	$282,434.00	Yes
1.3	Extended Learning Opportunities to Close Equity Gaps	Students and parents shared their eagerness to resume co-curricular activities to support student engagement and pro-social development. For our students who are English learners, foster youth, and low-	$1,277,609.00	Yes

Action #	Title	Description	Total Funds	Contributing
		income who would not otherwise have access to these types of activities and experiences, the value of extended learning activities is particularly relevant. Unduplicated pupil groups are at a disadvantage when it comes to accessing opportunities occurring outside of the school, and the lack of these valuable experiences limits their personal growth and negatively impacts student outcomes. Therefore, OCDE schools will provide students with extended learning opportunities (such as performing arts camp, field trips, and introductory college courses) that increase positive pro-social connections to school, build interpersonal skills, leadership skills, and collaborative team-building. Based on participant feedback and analysis of attendance data, we believe that these activities will expand learning beyond the school day and promote an increase in attendance, engagement, and student achievement, particularly among our unduplicated populations.		
1.4	Extended Learning Opportunities Principally Benefiting Students who are English Learners and their Families	Students and families who participate in extended learning activities demonstrate increased engagement leading to improved student academic outcomes. We will provide students who are English Learners and their families with opportunities to participate in activities, 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.	$192,706.00	Yes
1.5	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	$1,095,191.00	No

Action #	Title	Description	Total Funds	Contributing
		come up at other community sites. Staff will be provided trainings on improving school climate through the use of Restorative Practices, alternatives to suspension, and positive classroom management strategies. As a result of students feeling safe and respected at school, attendance rates will increase leading to improved student outcomes.		
1.6	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.	$352,528.00	Yes
1.7	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	$2,175,343.00	Yes

Action #	Title	Description	Total Funds	Contributing
		believe will contribute to an overall improved sense of resiliency, attendance, and academic achievement.		
1.8	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.	$1,502,036.00	Yes
1.9	Mental Health Services for Students with Disabilities	Students with disabilities (SWD) enroll with unique mental health needs. The type and severity of their disabilities can impact the effectiveness of mental health treatment. 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.	$690,696.00	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.

The primary focus of the 2021-22 school year was to safely return OCDE's students and staff back to the school sites to resume in-person learning and engagement. Therefore, the substantive differences in our planned activities and actual implementation of actions are directly related to the COVID pandemic and the limitations placed on school activities.   For example, OCDE school programs were not able to

implement or expand planned services (i.e., Restorative Practices) until students and staff were re-established at sites.   Similarly, selected extracurricular activities were not implemented throughout the school year due to COVID restrictions, masking mandates, and efforts to keep students and staff safe. When possible, the activities pivoted to a virtual model, but for the more hands-on, interactive opportunities, we were forced to postpone start dates. In addition, we were unable to hire the Wellness/Safety staff due to construction delays for the new educational hubs that were planned where these staff will be assigned.

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

Goal 1 - Action 1: Increased Communication for All Educational Partners
The higher cost for school-home communication platforms and additional staff training to support engagement efforts resulted in increased expenditures for this action.

Goal 1 - Action 2: Family Engagement to Close Equity Gaps
The material difference between the planned expenditures and the actual expenditures for this action reflect OCDE's increased efforts to provide additional language support for our families of English Learners to further strengthen the school-home connection. OCDE's school programs are committed to improving engagement for our families in their home language in order to make families feel like welcome participants in the school community.

Goal 1 - Action 3: Extended Learning Opportunities to Close Equity Gaps
This action was implemented as planned.

Goal 1 - Action 4: Extended Learning Opportunities Principally Benefitting Students who are English Learners and their Families
This action was implemented as planned.

Goal 1 - Action 5: Safe and Positive School Environments
Hiring challenges resulted in a significant decrease in expenditures for this action; however, CDE remains committed to providing additional safety/wellness staff and will continue to explore hiring these staff members. In addition, many trainings, workshops, field trips and conferences were held virtually instead of in person, which resulted in a decrease in the amount of registration fees, transportation costs, and refreshments that needed to be provided.

Goal 1 - Action 6: Essential Items for Students who are Low-Income (Including Homeless)
This action was implemented as planned.

Goal 1 - Action 7: School-Based Mental Health Services
Staffing vacancies contributed to the difference in Budgeted Expenditures and Estimated Actual Expenditures. Plans are underway to fill vacant positions.

Goal 1 - Action 8: Specialized Support Services for Successful Transitions
This action was implemented as planned.

Goal 1 - Action 9: Mental Health Services for Students with Disabilities
This action was implemented as planned.

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

The intent of LCAP Goal 1 is to effectively engage our students and families in the school community with the intention of improving student outcomes. Despite the challenges presented by the pandemic, OCDE's school programs remained committed to engaging students and families and approached the restrictions and limitations with a spirit of innovation and a willingness to explore new methods of meeting student needs and maintain engagement efforts. Through virtual platforms and increased communication, we were able to continue to present and engage our parents in positive parenting classes, as well as monthly DELAC meetings. Parental participation in virtual options increased proportionally to the number of programs offered, and both staff and parents became more proficient in the use of technology. Attendance at parent workshops and trainings saw a sharp increase as 80% more ACCESS parents participated in these valuable events. The number of parent participants in virtual and in-person school meetings also increased considerably in ACCESS school programs with the attendance rate climbing in the community schools from 2 parents in 2020-21 to 106 parents in 2021-22. Students were able to participate in a modified, in-person performing arts program with the Segerstrom Center for the Arts, as well as virtual arts classes. Additional mental health clinicians, school psychologists and a school counselor were hired to address the increased mental health needs of students in the ACCESS and Special Education Division programs. Health and Safety was addressed with a special committee of staff to manage the immediate needs such as Personal Protective Equipment (PPE), cleaning supplies, and changing state and county mandate, and meeting monthly, and sometimes more frequently, as the needs, mandates, and protocols changed. As a result of these targeted supports, attendance improved in all identified subgroups in ACCESS and the graduate rate rose 2.1%.

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

The LCAP template's new carryover requirement has led OCDE to re-examine the support provided to students and the work being done to close the equity gaps for students who are English learners, foster youth, and low-income. In addition, as in-person instruction resumed throughout OCDE's schools, our teams returned to the classroom this school year with a better sense of the post-pandemic needs of our unduplicated pupil groups, and we feel confident that the supports and services we are providing go above and beyond to meet those needs.

In alignment with the ongoing assessment of student needs and the transparency requirement, OCDE has determined the following actions in Goal 1 do contribute to our Increased or Improved Services (ISS). Accordingly, the titles of these two actions will be edited going forward to more accurately reflect this new designation. Please see the ISS section of the LCAP document for more information about how these actions address the needs of unduplicated pupils.

Goal 1 – Action 2: Family Engagement to Close Equity Gaps (note: new action title)
Goal 1 – Action 3: Extended Learning Opportunities to Close Equity Gaps (note: new action title)

The first metric measuring the percentage of ACCESS students who report feeling valued by their school community is new for 2022-23 and is based on the annual LCAP survey provided to students midway through the school year. The metric regarding the return rate of ACCESS parent LCAP surveys was determined to have been incorrectly calculated when the Baseline was established in June 2021. This percentage has been corrected to 10% (was 24%). The 2023-24 Desired Outcome, which was set at 30% for this metric, was based on the original (incorrect) baseline percentage; however, the target will remain at 30% to reflect OCDE's commitment to family engagement.

The explanations for the metrics related to the number of parents/guardians of students who are English Learners attending DELAC and ELAC meetings have been reworded to clarify the data being measured (i.e., the number of parents in attendance). For the sake of clarity, a note regarding the number of ELAC meetings has been removed from the 2023-24 Desired Outcome column of the above metrics.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

The mission of the OCDE school programs is to ensure that all students are equipped with the competencies they need to thrive in the 21st century. Students who are able to engage in healthy interactions in supportive school environments will be active participants in their academic development. To encourage the positive development of the youth in its school programs, OCDE ACCESS and the Division of Special Education will continue to provide supportive school climates where students are able to demonstrate improvements in academic achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness, and post-secondary pathways. Providing students with individualized instructional supports, including tutoring and intervention and/or remediation, will allow them to experience increased academic achievement by building on their existing knowledge base.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of EL students achieving a performance level of Moderately or Well Developed (Levels 3 and 4) on the ELPAC	43.6% of our English Learners achieved performance levels of Moderately or Well-Developed (Levels 3 and 4) on the 2019 ELPAC (last available scores) (DataQuest/ELPAC Results)	39.6% of our English Learners achieved performance levels of Moderately or Well-Developed (Levels 3 and 4) on the 2021 ELPAC (DataQuest/2021 ELPAC Results)			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	All: 39%	For 2020-21, PCHS and OC Special Education			All: 42%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
"Nearly Meet" Standard on the ELA SBAC	English Learners: 17% Students w/Disabilities: 15% (Source: Data Quest 2019 CAASPP Results)	administered the ELA SBAC. All other OCDE schools administered i-Ready per CDE allowance to use local assessments OCCS: PCHS All: 93.1% English Learners: * (fewer than 10 students) Students w/Disabilities: * (fewer than 10 students) Orange Co Special Education: All / Students W/Disabilities: 8.16% English Learners: 0% (Source: Data Quest 2021 CAASPP Results)			English Learners: 20% Students w/Disabilities: 18%
Percentage of students who "Meet/Exceed" or "Nearly Meet" Standard on the Math SBAC	All: 14% English Learners: 3% Low-Income: 13% Homeless: 14%	For 2020-21, PCHS and OC Special Education administered the Math SBAC. All other OCDE schools administered i-Read			All: 17% English Learners: 6% Low-Income: 16% Homeless: 17%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Source: Data Quest 2019 CAASPP Results)	OCCS: PCHS All: 76.7% English Learners: * (fewer than 10 students) Students w/Disabilities: * (fewer than 10 students) Orange Co Special Education: All / Students W/Disabilities: 12.5% English Learners: 0% (Source: Data Quest 2021 CAASPP Results)			
Percentage of students scoring "on or above grade level" on the i-Ready Reading assessment	All: 27% English Learners: 26% Low-Income: 17% Foster Youth: 14% Source: i-Ready database, 2020-21, Reading results	All: 31% English Learners: 9% Low-Income: 28% Foster Youth: 15% Source: i-Ready database, 2021-22, Reading results			All: 37% English Learners: 36% Low-Income: 27% Foster Youth: 24%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students reflecting "on or above grade level" on the i-Ready Math assessment	All: 21% English Learners: 8% Low-Income: 15% Foster Youth: 0% Source: i-Ready database, 2020-21, Math results	All: 22% English Learners: 7% Low-Income: 22% Foster Youth: 11% Source: i-Ready database, 2021-22, Math results			All: 31% English Learners: 18% Low-Income: 25% Foster Youth: 10%
Reclassification Rate for English Learner	2.5% Source: Aeries database, 2020-21, RFEP count	2.9% Source: Aeries database, 2021-22, RFEP count			4%
Percentage of students "Prepared or Approaching Prepared" as reflected on the Dashboard College and Career Indicator (2020 CDE Report)	Prepared or Approaching Prepared on the CCI Indicator: 12.7% (2020 CDE Report/Dashboard)	N/A CDE suspended the CCI measure on the 2021 Dashboard			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%	N/A In 2020-21, OCDE administered i-Ready in lieu of the SBAC, per CDE allowance			Increase percentage of students demonstrating college readiness (EAP assessment):

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(18-19 DataQuest/CAASPP Results)				ELA: 28% Math: 10%
Percentage of graduating students meeting the a-g requirements	0.54% of the 2020 graduates met the A-G requirements. (Dashboard CCI A-G/ Dashboard Grads)	2.6% of the 2021 graduates met the A-G requirements Dashboard- 2021 additional reports			1.5%
Percentage of students completing both A-G and CTE sequence or program	0%	0% Dashboard - 2021 Additional Reports			2%
Development of CTE Pathways	0 CTE Pathways developed Source: CTE program office	1 CTE Pathway developed: Building and Construction Source: CTE program office			1 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.	This metric is not applicable, as OCDE schools do not offer Advanced Placement (AP) courses.			Not applicable
Percentage of pupils who have successfully completed courses that satisfy the requirements for		(New Metric for 2022-23. Baseline established.) 9%			15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
career technical education sequences or programs of study that align with State Board of Education-approved career technical education standards and frameworks		Source: Dashboard - 2021 Additional Reports and internal database			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Individualized Academic Support to Close Equity Gaps	Students enroll in OCDE school programs with varied academic challenges related to truancy, drug use, chronic absenteeism, credit deficiencies, and interpersonal challenges. For students facing these barriers, individualized support is critical to their success, both academically and personally. Students who are English learners, low-income, or foster youth are even more significantly at risk of falling behind in school given the additional stressors and challenges placed upon them. Language barriers, financial insecurity, housing instability, and school transiency combine with other obstacles to inhibit their ability to equitably access the curriculum and become active participants in their educational journey. To address educational needs, we will provide individualized academic support for students to enhance access to the curriculum and increase scholastic achievement, which will principally benefit our unduplicated pupils groups for whom these specialized services would not otherwise be possible . When students are able to experience success, attendance and behavior improve and they begin to take ownership of their academic path.	$1,004,913.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	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.	$208,760.00	Yes
2.3	College/Career Exploration Opportunities for Students who are Foster Youth	Students and families who participate in extended learning activities demonstrate increased 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.	$24,673.00	Yes
2.4	Individualized Academic Support for Students who are Foster Youth in Group Homes/Short-Term Residential Therapeutic Programs (STRTP)	The Title I Program of the Orange County Department of Education receives federal funding to support the educational needs of foster youth in Orange County 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	$383,263.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
2.5	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, including language acquisition programs, will be provided for targeted students who are EL to enhance access to the curriculum and increase scholastic achievement. In addition, specialized instructional staff will support teachers in the implementation of ELD standards for English learners, including targeted professional development for teachers to support student in the development of academic English. 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.	$1,579,972.00	Yes
2.6	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	$1,391,233.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
2.7	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.	$537,874.00	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.

OCDE's objective in Goal 2 is to provide students in its school programs with the services, supports, and resources they need to develop resiliency, meet their learning goals, develop future plans, and become productive members of their communities. Despite pandemic challenges faced in 2021-22, OCDE was able to achieve this goal with fidelity and creativity as staff collaborated to provide support and maintain high-quality services to students.

In February 2022, following evacuation efforts by the United States, several families from Afghanistan arrived in Orange County, and OCDE stepped forward to provide educational services to the school-age children among the evacuees. Staff from ACCESS, the Division of Special Education, and the OCDE administrative offices worked tirelessly to turn hotel rooms into classrooms, enroll the students, and welcome them to school with lessons, songs, laughter, movement, and multi-cultural learning. As newcomers to the U.S., these students represented a significant number of English learners in OCDE's school program, and extra supports and funds were routed to assist in serving the

educational needs of the Afghan students and their families, thus creating a difference between the planned actions of Goal 2 and the implemented actions.

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

As noted above, the enrollment of the students who were Afghan evacuees resulted in the need to provide staff and services not anticipated when the 2021-22 LCAP was developed and approved in June 2021; thus accounting for the material differences seen in the budgeted expenditures and the estimated actual expenditures.

Goal 2 - Action 1: Individualized Academic Support to Close Equity Gaps
Hiring challenges resulted in a significant decrease in expenditures for this action; however, renewed hiring efforts are underway to fill the supplemental academic support positions.

Goal 2 - Action 2: College/Career Exploration Opportunities Principally Benefitting Students who are Low-Income
The college/career exploration activities for students did occur as planned, but a vacancy resulted in a material difference between budgeted expenditures and estimated actual expenditures. This position was recently filled and relocated partially to other LCAP actions (Goal 1 - Action 8 and Goal 1 - Action 9) to better align with the work performed.

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

Goal 2 - Action 4: Individualized Academic Support for Students who are Foster Youth in Group Homes/Short-Term Residential Therapeutic Programs (STRTPs)
The decrease in the amount of Estimated Actual Expenditures is due to difficulties providing in-person tutorial services to youth in group home and STRTP settings where safety mandates in congregate care facilities required additional safety protocols and limited interactions.

Goal 2 - Action 5: Academic Support for Students who are English Learners
Support for students who are English learners did occur, but the ability of specialized, one-on-one staff to interact in-person with students was limited due to COVID restrictions, thereby reducing the number of hours worked by these hourly employees. A vacant full-time position also contributed to the decrease in expenditures for this action.

Goal 2 - Action 6: Individualized Academic Support for Students who are Adjudicated
Due to safety mandates in congregate care facilities, restriction were placed on the number of non-essential staff allowed into the Probation-operated facility. Therefore, staff who provide one-on-one instructional support to students reported fewer work hours on timesheets, which contributed to a decrease in expenses for this action. In addition, unanticipated staff vacancies also resulted in a decline in expenditures.

Goal 2 - Action 7: Career Technical Opportunities for All Students, including Students with Disabilities
The difference between budget expenditures and estimated actual expenditures in this action is due to delays in the purchase of Career Technical Education (CTE) supplies and materials, as it related to the pandemic and shipping challenges. Likewise, anticipated in-person CTE conferences for staff were shifted to a virtual format, thus reducing associated costs such as conference fees, travel-related expenses, and the need for substitute teachers.

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

The full return to the classroom following the pandemic provided exciting opportunities to re-engage with students and continue exploring uses for educational technology. In spite of the hiring challenges and advanced safety precautions in place, the actions in Goal 2 did coalesce into a series of productive services and activities resulting in positive student outcomes. The individualized attention paid to student academic needs has been successful in increasing student achievement. Improvements were noted in the overall i-Ready reading and math assessments (up 4% in Reading and 1% in Math) with more significant increases recorded for students who are low-income (up 11% in Reading and 6% in Math) and foster youth (up 1% in Reading and 11% in Math); the reclassification rate for English learners also climbed (up .4%), and almost five times as many students graduated having met the A-G requirements (from .54% to 2.6%). OCDE was also able to develop a new career pathway in its ACCESS program, which will allow students interested in pursuing Building and Construction trades to have hands-on experience in the field.

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

The LCAP template's new carryover requirement has led OCDE to re-examine the support provided to students and the work being done to close the equity gaps for students who are English learners, foster youth, and low-income. In addition, as in-person instruction resumed throughout OCDE's schools, our teams returned to the classroom this school year with a better sense of the post-pandemic needs of our unduplicated pupil groups, and we feel confident that the supports and services we are providing go above and beyond to meet those needs.

In alignment with the ongoing assessment of student needs and the transparency requirement, OCDE has determined the following action in Goal 2 does contribute to our Increased or Improved Services (ISS). Accordingly, the title of this action will be edited going forward to more accurately reflect this designation. Please see the ISS section of the LCAP document for more information about how this action addresses the needs of unduplicated pupils. Data was also added to the i-Ready metrics above to monitor the math and reading assessment levels of our unduplicated pupil groups.

Goal 2 - Action 1: Individualized Academic Support to Close Equity Gaps (note: new action title). Description of action has been updated to reflect the emphasis on the barriers facing students who are low-income or English learners and the importance of providing additional academic support to this vulnerable population.

The following metrics were amended to include the source of the data provided: i-Ready Reading, i-Ready Math, the reclassification rate of English Learners, and CTE pathways. The 2023-24 Desired Outcomes for the i-Ready Reading and Math metrics have been updated to remove additional wording to mirror how Baseline data is depicted.

A new metric was added to Goal 2 to measure the percentage of students who have completed courses that satisfy the requirements for career technical education sequences or programs of study that align with State Board of Education-approved career technical education standards and frameworks.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Facilities Maintenance	We will maintain our facilities in good repair, so that students may attend school in safe and welcoming environments. We will complete timely facility repairs and continue to complete monthly school safety reports to ensure all sites are in good repair. Funds set aside within this action include the cost to employ Facilities staff to repair and maintain 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.	$1,385,830.00	No
3.2	State Standard Curriculum with Fidelity and Integrity for All Students, including Students with Disabilities and students who are English Learners, Low-Income, 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.	$45,827,386.00	No
3.3	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.	$925,281.00	No
3.4	Coordination of Services for Orange County Foster Youth	As a county office of education, OCDE is responsible for the coordination of services for foster youth across the county. We will continue to support the agencies providing direct services to Orange County students who are foster youth through ongoing consultation	$857,853.00	No

Action #	Title	Description	Total Funds	Contributing
		and communication between OCDE and collaborative partners. We will continue to offer trainings, liaison support, and case consultation, as well as, collaborate with child welfare/probation and local schools to improve coordination of services for foster youth. By providing countywide support, we will increase inter-agency coordination of essential student information pertaining to academic progress and positive pro-social and mental health development to ensure that these students are informed and empowered advocates for their individual needs and goals.		
3.5	Coordination of Services for Students who are Foster Youth Within OCDE Schools	Consistent with State Priority 10, OCDE will continue to support 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.	$284,149.00	Yes
3.6	Staff Professional Development to Principally Benefit Students who are English Learners, Low Income, or Foster Youth	Surveys submitted by parents, staff, and educational partners reflect the importance of having a team of educators who understand the unique needs of students who are English learners, low-income, or foster youth and are able to meet those needs through a thoughtful and empathetic approach to problem-solving, collaboration, and experiential learning. Students benefit when the educators who support them are provided with effective, relevant, timely, and targeted professional development. This is particularly true for students who are English learners, low-income, or foster youth and face unique challenges specific to their circumstances. Targeted professional	$747,769.00	Yes

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

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.

The actions in Goal 3 designed to support and maintain the conditions of learning continue to be successfully implemented as planned. School sites and offices were safe and well-maintained; highly-qualified staff provided direct and indirect services to students and families; State Standard curriculum and supplemental resources were used to facilitate learning, and the needs of foster youth and expelled students both inside OCDE's school programs and countywide were evaluated, strategized, and addressed.

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

Goal 3 - Action 1: Facilities Maintenance
A decrease in the cost of Deferred Maintenance for OCDE schools resulted in a lower expenditure than originally budgeted for this action. The lower cost is attributable to the gradual reopening of sites following the pandemic and a decreased need for repairs due to less frequent use. Similarly, when outside repair entities were needed, there were delays in scheduling the work as companies struggled to find staffing, which led to delays in capital outlay. Supply chain challenges related to facilities maintenance also resulted in cancelled purchases, which decreased the amount of money spent in 2021-22.

Goal 3 - Action 2: State Standard Curriculum with Fidelity and Integrity for All Students, including Students with Disabilities and Students who are English Learners, Low-Income, Foster Youth, and Homeless
Staff vacancies and a decrease in the cost for supplemental instructional resources contributed to a slightly lower expenditure than was originally budgeted for this action.

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

An increase in associated staff costs resulted in a higher expenditure than budgeted for this action.

Goal 3 - Action 4: Coordination of Services for Orange County Foster Youth
An increase in associated staff costs resulted in a higher expenditure than budgeted for this action.

Goal 3 - Action 5: Coordination of Services for Students who are Foster Youth Within OCDE Schools
This action was implemented as planned.

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

Providing safe learning environments is essential to student development. As a basic need, safety and security must be met in order to allow an individual to progress toward self-actualization where goal attainment is possible, and OCDE continues to prioritize safe and well-maintained schools to support staff and students. Similarly, 100% of the Certificated staff in OCDE's school programs were appropriately assigned and provided ongoing training and support in their teaching.

Additional efforts were made in 2021-22 to coordinate with local districts to address the needs of expelled students in OCDE's school programs so that students were able to experience success in school, at times leading to a return to their home district. By collaborating closely with the district of residence, ACCESS staff were better able to understand the unique needs of the expelled student which allowed the OCDE school program to target strategies for tailoring support for the student, resulting in improved academic outcomes and interpersonal interactions.

As a county office of education, OCDE is responsible for providing educational support services to foster youth within OCDE schools and throughout the county. OCDE's Foster Youth program provided 33 foster youth education-related trainings to almost 900 participants in the 2021-22 school year. Much of the program's efforts to strengthen the coordination of services for each individual foster youth lies in liaison support, educational progress summaries, team meetings, and case consultation services. As such, the OCDE Foster Youth program provided approximately 5000 distinct services to 1,689 foster youth this school year.

To determine the effectiveness of the actions in a goal designed to support "Conditions of Learning," OCDE must look first at the foundational metrics achieved in Goal 3 and then evaluate student outcomes as measured in Goals 1 and 2. The purpose behind Goal 3: Conditions of Learning is to lay the groundwork for effective school communities that will pave the way for students to flourish, explore interests, achieve goals, and prepare for college, career, and life (Goals 1 and 2). By maintaining the Metrics set forth in Goal 3, OCDE's students are showing significant improvements in the areas of school attendance, in-school behavior, and graduation rate, and moderate improvements in reading, math, and the acquisition of English language skills, as noted in the Metrics of Goals 1 and 2.

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

The LCAP template's new carryover requirement has led OCDE to re-examine the support provided to students and the work being done to close the equity gaps for students who are English learners, foster youth, and low-income. In addition, as in-person instruction resumed throughout OCDE's schools, our teams returned to the classroom this school year with a better sense of the post-pandemic needs of our unduplicated pupil groups, and we feel confident we that the supports and services we are providing go above and beyond to meet those needs.

In alignment with the ongoing assessment of student needs and the transparency requirement, OCDE has determined that a portion of Goal 3 - Action 2 does contribute to our Increased or Improved Services (ISS). Please see the ISS section of the LCAP document for more information about how a portion of this action addresses the needs of unduplicated pupils. Moving forward, a new LCAP Action (Goal 3 - Action 6: Staff Professional Development to Principally Benefit Students who are English Learners, Low-Income, or Foster Youth) was created to account for this contributing expense.

A clarifying paragraph was added the Why Statement of Goal 3 to explain how the actions are intended to support the goal of Conditions of Learning to enable students to achieve success.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$5,271,280	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
13.62%	8.51%	$2,653,263.00	22.13%

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

Required Descriptions

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

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

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

Similarly, when families feel connected to the school, they are more forthcoming regarding the supports they need in order to flourish and become supporters of their child's education. Over the last four years, family engagement has thrived in OCDE's school programs, and as a

result, families of have had open, honest conversations about the resource they need, which has led to additional LCFF funding being added to the OCDE LCAP to provide for targeted parenting workshops and events designed to promote improved communication in the home and a greater sense of understanding of how to navigate the educational system in the United States. Without OCDE's commitment to equitable, culturally-responsive family engagement, families would miss the opportunity to recommend training topics that can assist them in supporting their emergent bilingual, low-income, or foster children on their journey to academic success.

As attendance at parent meetings and events has increased, ACCESS has experienced a decline in the percentage of unduplicated pupils who are chronically absent, which demonstrates the benefits of family engagement and the need to support the expansion of these opportunities. (see OCDE LCAP Metrics - Goal 1 for data points)

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

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

While overall student attendance has remained somewhat consistent, metric data indicates attendance among unduplicated pupils in both ACCESS and the Division of Special Education has decreased; however, anecdotal data from instructional staff reveals a jump in attendance on days when co-curricular activities are being offered. This information illustrates the value of providing these extended learning opportunities to students to promote positive attendance among unduplicated pupils. (see OCDE LCAP Metrics - Goal 1 for data points)

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

For students facing mental health challenges, the ability to focus on academic 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.

Data spotlights a significant decrease in the percentage of students in OCDE's school programs who were suspended, which speaks to student growth in interpersonal interactions and improved mental health, which is largely attributable to the teachings of the staff who provide school-based mental health services, and highlights the need to continue these services with a focus on support for our unduplicated pupils who are experiencing greater personal challenges leading to anxiety and depression. (see OCDE LCAP Metrics - Goal 1 for data points)

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

Transitioning between school placements or on to post-secondary education and the workforce can be a time of apprehension for all students, and having staff to guide them, answer questions, and support their growth and development 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.

Although our LEA California Dashboard Graduation Rate does reflect growth of 2.1%, OCDE's vision that Orange County students will lead the nation in college and career readiness and success drives our commitment to significantly improve the high school graduation rate in future years, with a particular focus on the graduation rate for unduplicated pupils in OCDE's school programs. For this reason, specialized support services for transitioning students who are foster youth, low-income, and English learners is essential to the realization of this vision. (see OCDE LCAP Metrics - Goal 1 for data points)

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

Individualized academic support based on the needs of the student enhances understanding and allows for greater and more equitable access to the curriculum. Assessment data from the OCDE school program reflects growth among its student populations and demonstrates the benefits of targeting support for the learner. In the case of English learners, foster youth, and low-income students who have struggled to equitably engage in the learning process, this individualized assistance can mean the difference between success and ongoing academic struggles. Unduplicated pupils face greater barriers to educational attainment than their peers; therefore, individualized academic support principally benefits those students for whom the services are designed and targeted by addressing the needs of these student groups first. Private tutorial services are cost prohibitive for families who are low-income. By offering individualized tutoring services onsite at schools,

OCDE is able to provide students high-quality supplemental support they might not otherwise have access to in their communities without added expense or the need to transport the student to different location, which is challenging for low-income families with financial and/or transportation barriers. For students who are English learners, OCDE provides bilingual, language-proficient tutors to support students in the acquisition and use of English. These specialized tutors receive monthly, research-based professional development in the area of EL best practices which allows them to provide targeted assistance to students who are newcomers or long-term English learners.

The percentage of English learners achieving a performance level of "Moderately or Well Developed" on the ELPAC assessment declined 4% in the 2021-22 school year; therefore, the need for individualized academic support is evident for English learners in order to provide students with the skills necessary to reach language proficiency. Of similar importance is the need to continue providing support to students who are low-income and foster youth whose student groups experienced percentage increases on the i-Ready reading and math assessment, but need the ongoing support in order to maintain this steady upwards trajectory to content mastery. (see OCDE LCAP Metrics - Goal 2 for data points)

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

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.

The attendance rate for homeless/low-income students fell 5.42%, which indicates students are not able to access learning on a regular basis. By offering college and career exploration opportunities to students who are low-income, students learn the value of educational attainment and goal setting, which allows them to begin visualizing a future for themselves beyond their current circumstances. As students become excited about their future and aspire to reach their dreams, school attendance improves as they recognize the correlation between positive attendance and goal attainment. (see OCDE LCAP Metrics - Goal 1 for data points)

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

When viewed as individuals, all students have their own challenges, interests, abilities, and personal experiences, and skilled educators acknowledge these differences and make adjustments to support their students in an individualized, culturally-respectful manner that

celebrates their uniqueness and highlights their strengths. For students who are English learners, low-income, and foster youth and are faced with challenges such as language barriers, cultural unfamiliarity, socio-economic struggles, and school transiency, having school staff trained to support and honor their circumstances allows them to feel seen and valued, leading to greater student engagement, improved attendance, and increased student achievement. Professional development for staff that is targeted to the needs of unduplicated pupils provides educators with a greater understanding of our students as people who deserve to have their cultures honored, needs addressed, and dreams supported.

Although LCAP survey results indicate that students in OCDE's school programs do feel their schools support and value cultural diversity, this is a growth opportunity for the staff to increase the percentage of students who feel connected and welcome in their school community. Targeted professional development will enhance staffs' ability to create inclusive environments where all students feel accepted, wanted, and appreciated despite their challenges, which is of particular importance for students who are foster youth, low-income, and English learners who can feel disconnected to the school due to situational barriers. (see OCDE LCAP Metrics - Goal 1 for data points)

Goal 3 - Action 6 is new for 2022-23. The impetus for establishing this new action in the OCDE LCAP was a review of the trainings and professional learning communities that were incorporated into the existing Goal 3 - Action 2. A substantial portion of the funds in that action during the 2021-22 school year were dedicated to the time educators spent meeting to discuss the needs of their students who are English learners, foster youth, and low-income and developing strategies to improve student outcomes for this vulnerable population. As a result, OCDE recognized the value of allocating funds for this important work, which led to the development of Goal 3 - Action 6 in support of ongoing and additional targeted training and support in this area.

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, culturally-inclusive, and supportive environments. Each student who enrolls in an OCDE school program does so with his or her own set of circumstances, abilities, interests, and challenges. To effectively educate students, OCDE school teams treat students as individuals in schools that collectively provide well-maintained environments and appropriately staffed learning communities.

The 2022-23 LCAP actions represent a commitment toward increasing communication with educational partners by providing additional opportunities for them to engage with the school, as well as offering all students the academic and mental health supports they need to achieve academically and become productive, resilient, and contributing members of their communities. Credentialed and classified staff in all OCDE schools will continue to participate in ongoing training to enhance their instructional skills and allow them to implement State standard curriculum with fidelity and integrity, and students will have empathetic school teams who support them in making progress toward

their goals. Success may look different for each student in an OCDE school program, but whatever path the student is on, staff and resources will be in place to guide them toward the attainment of goals and dreams.

OCDE also recognizes the remarkable challenges facing youth who are in foster care, English learners, and low-income, which can impede their ability to focus on academic achievement. Despite notable improvements in some metrics related to unduplicated pupil groups, opportunities for growth still exist. In 2021-22, the attendance rate for English learners and homeless/low-income students in ACCESS declined, and the rate of chronic absenteeism rose for all unduplicated pupil groups in the SES program, a vulnerable student population for whom the pandemic was particularly dangerous. The drop out rate for ACCESS high school students who are homeless/low-income climbed, and students who are English learners scored lower on the ELPAC and i-Ready assessments.

To address these challenges and support the students in the acquisition of their goals, OCDE has dedicated actions within the LCAP to meeting those needs. While the actions noted in the section above are provided to all OCDE students, but principally benefit foster youth, English learners, or low-income students, the additional LCAP actions listed below are directed specifically for an intended unduplicated pupil group 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 - Action 5 speak directly to the needs of foster youth 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 2022-23 LCAP that are indicated as contributing to the increased or improved services as described above and in the prior section meet the percentage as required by legislation.

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

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

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$40,124,618.00	$2,489,895.00	$17,838,593.00	$2,449,305.00	$62,902,411.00	$58,738,376.00	$4,164,035.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Increased Communication for All Educational Partners	All	$172,400.00		$2,052.00	$460.00	$174,912.00
1	1.2	Family Engagement to Close Equity Gaps	English Learners Foster Youth Low Income	$190,353.00		$32,115.00	$59,966.00	$282,434.00
1	1.3	Extended Learning Opportunities to Close Equity Gaps	English Learners Foster Youth Low Income	$1,255,111.00		$22,498.00		$1,277,609.00
1	1.4	Extended Learning Opportunities Principally Benefiting Students who are English Learners and their Families	English Learners	$162,900.00			$29,806.00	$192,706.00
1	1.5	Safe and Positive School Environments	All	$1,091,322.00		$3,869.00		$1,095,191.00
1	1.6	Essential Items for Students who are Low Income (Including Homeless)	Low Income	$155,274.00			$197,254.00	$352,528.00
1	1.7	School-Based Mental Health Services	Foster Youth Low Income	$2,043,778.00	$131,565.00			$2,175,343.00
1	1.8	Specialized Support Services for Successful Transitions	English Learners Foster Youth Low Income	$1,392,673.00		$93,581.00	$15,782.00	$1,502,036.00
1	1.9	Mental Health Services for Students with Disabilities	Students with Disabilities	$48,005.00	$328,411.00	$314,280.00		$690,696.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	Individualized Academic Support to Close Equity Gaps	English Learners Foster Youth Low Income	$850,027.00			$154,886.00	$1,004,913.00
2	2.2	College/Career Exploration Opportunities Principally Benefiting Students who are Low-Income	Low Income	$203,986.00			$4,774.00	$208,760.00
2	2.3	College/Career Exploration Opportunities for Students who are Foster Youth	Foster Youth	$1,000.00			$23,673.00	$24,673.00
2	2.4	Individualized Academic Support for Students who are Foster Youth in Group Homes/Short-Term Residential Therapeutic Programs (STRTP)	Foster Youth		$122,933.00		$260,330.00	$383,263.00
2	2.5	Academic Support for Students who are English Learners	English Learners	$1,297,173.00		$15,751.00	$267,048.00	$1,579,972.00
2	2.6	Individualized Academic Support for Students who are Adjudicated	Low Income	$100,000.00			$1,291,233.00	$1,391,233.00
2	2.7	Career Technical Education Opportunities for All Students, Including Students with Disabilities	All	$308,865.00	$229,009.00			$537,874.00
3	3.1	Facilities Maintenance	All	$631,830.00	$754,000.00			$1,385,830.00
3	3.2	State Standard Curriculum with Fidelity and Integrity for All Students, including Students	All	$28,462,939.00		$17,354,447.00	$10,000.00	$45,827,386.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		with Disabilities and students who are English Learners, Low-Income, Foster Youth, and Homeless						
3	3.3	Coordination of Services for Expelled Youth	All	$843,428.00	$81,853.00			$925,281.00
3	3.4	Coordination of Services for Orange County Foster Youth	Foster Youth		$731,651.00		$126,202.00	$857,853.00
3	3.5	Coordination of Services for Students who are Foster Youth Within OCDE Schools	Foster Youth	$165,785.00	$110,473.00		$7,891.00	$284,149.00
3	3.6	Staff Professional Development to Principally Benefit Students who are English Learners, Low Income, or Foster Youth	English Learners Foster Youth Low Income	$747,769.00				$747,769.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$38,710,066	$5,271,280	13.62%	8.51%	22.13%	$8,565,829.00	0.00%	22.13 %	**Total:**	$8,565,829.00
								LEA-wide Total:	$6,479,711.00
								Limited Total:	$1,882,132.00
								Schoolwide Total:	$203,986.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Family Engagement to Close Equity Gaps	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$190,353.00	
1	1.3	Extended Learning Opportunities to Close Equity Gaps	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: ACCESS schools	$1,255,111.00	
1	1.4	Extended Learning Opportunities Principally Benefiting Students who are English Learners and their Families	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$162,900.00	
1	1.6	Essential Items for Students who are Low Income (Including Homeless)	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$155,274.00	
1	1.7	School-Based Mental Health Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	$2,043,778.00	
1	1.8	Specialized Support Services for Successful Transitions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,392,673.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Individualized Academic Support to Close Equity Gaps	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: ACCESS schools	$850,027.00	
2	2.2	College/Career Exploration Opportunities Principally Benefiting Students who are Low-Income	Yes	Schoolwide	Low Income	Specific Schools: 4 Career Success Week events at the ACCESS County Community school	$203,986.00	
2	2.3	College/Career Exploration Opportunities for Students who are Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$1,000.00	
2	2.5	Academic Support for Students who are English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,297,173.00	
2	2.6	Individualized Academic Support for Students who are Adjudicated	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: ACCESS Juvenile Hall Schools	$100,000.00	
3	3.5	Coordination of Services for Students who are Foster Youth Within OCDE Schools	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$165,785.00	
3	3.6	Staff Professional Development to Principally Benefit Students who are English Learners, Low Income, or Foster Youth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$747,769.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$60,405,944.00	$56,318,704.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Increased Communication for All Stakeholders	No	$53,208.00	$163,550
1	1.2	Family Engagement Opportunities for All Students	No	$161,070.00	$231,910
1	1.3	Extended Learning Opportunities for All Students	No	$141,468.00	$140,510
1	1.4	Extended Learning Opportunities Principally Benefiting Students who are English Learners and their Families	Yes	$44,552.00	$50,262
1	1.5	Safe and Positive School Environments	No	$867,076.00	$264,002
1	1.6	Essential Items for Students who are Low Income (Including Homeless)	Yes	$269,726.00	$256,010
1	1.7	School-Based Mental Health Services	Yes	$935,199.00	$803,129
1	1.8	Specialized Support Services for Successful Transitions	Yes	$1,002,485.00	$1,024,658
1	1.9	Mental Health Services for Students with Disabilities	No	$605,743.00	$592,082

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Individualized Academic Support for All Students	No	$777,758.00	$305,698
2	2.2	College/Career Exploration Opportunities Principally Benefiting Students who are Low Income	Yes	$181,463.00	$15,039
2	2.3	College/Career Exploration Opportunities for Students who are Foster Youth	Yes	$24,521.00	$23,197
2	2.4	Individualized Academic Support for Students who are Foster Youth in Group Homes/Short-Term Residential Treatment Programs (STRTP)	No	$592,081.00	$452,824
2	2.5	Academic Support for Students who are English Learners	Yes	$752,803.00	$564,142
2	2.6	Individualized Academic Support for Students who are Adjudicated	Yes	$1,377,555.00	$1,126,942
2	2.7	Career Technical Education Opportunities for All Students, Including Students with Disabilities	No	$560,226.00	$480,576
3	3.1	Facilities Maintenance	No	$1,319,129.00	$1,052,581
3	3.2	State Standard Curriculum with Fidelity and Integrity for All Students, including Students with Disabilities and students who are English Learners, Low Income, Foster Youth, and Homeless	No	$48,928,922.00	$46,863,202
3	3.3	Coordination of Services for Expelled Youth	No	$877,648.00	$926,037
3	3.4	Coordination of Services for Expelled Youth	No	$810,707.00	$856,367

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Coordination of Services for Students who are Foster Youth Within OCDE Schools	Yes	$122,604.00	$125,986

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,777,316	$2,713,751.00	$2,124,053.00	$589,698.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Extended Learning Opportunities Principally Benefiting Students who are English Learners and their Families	Yes	$23,700.00	$30,800		
1	1.6	Essential Items for Students who are Low Income (Including Homeless)	Yes	$56,756.00	$83,959		
1	1.7	School-Based Mental Health Services	Yes	$713,605.00	$645,471		
1	1.8	Specialized Support Services for Successful Transitions	Yes	$896,943.00	$915,612		
2	2.2	College/Career Exploration Opportunities Principally Benefiting Students who are Low Income	Yes	$29,780.00	$10,618		
2	2.3	College/Career Exploration Opportunities for Students who are Foster Youth	Yes	$2,000.00	$0.00		
2	2.5	Academic Support for Students who are English Learners	Yes	$639,350.00	$358,136		
2	2.6	Individualized Academic Support for Students who are Adjudicated	Yes	$236,520.00	$69,457		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.5	Coordination of Services for Students who are Foster Youth Within OCDE Schools	Yes	$115,097.00	$10,000		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$31,168,804	$4,777,316	0%	15.33%	$2,124,053.00	0.00%	6.81%	$2,653,263.00	8.51%

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

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

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

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

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- 13. LCFF Carryover — Percentage (12 divided by 9)

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

California Department of Education
January 2022

Appendices

Appendix A: Acronym List

Appendix B: Community Partners

Appendix C: OCDE Student Demographic

Appendix D: Family Engagement Events in ACCESS, 2020-2022

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

ACC ACCESS County Community School

ACCESS Alternative, Community and Correctional Education Schools and Services

AJH ACCESS Juvenile Court School

AP Advanced Placement

ASA Academic Support Assistant

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

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

COE County Office of Education

CSEA California School Employees Association

CSI Comprehensive Support and Improvement

CTE Career Technical Education

CWA Child Welfare and Attendance

D/HH Deaf and Hard of Hearing

DELAC District English Learner Advisory Committee

EAP Early Assessment Program

EC Education Code

EL English Learner

ELA English Language Arts

ELAC English Learner Advisory Committee

ELD English Language Development

ELDA English Language Development Assistants

ELPAC English Language Proficiency Assessments for California

EOY End of Year

FAFSA Free Application for Federal Student Aid

FIT Facility Inspection Tool

FRC Family Resource Center

FYSCP Foster Youth Services Coordinating Program

IEP Individual Education Plan

LCAP Local Control and Accountability Plan

LCFF Local Control Funding Formula

LEA Local Education Agency

MTSS Multi-Tiered System of Supports

N/A Not Applicable

OCCS Orange County Community Schools

OCDE Orange County Department of Education

OCSEA Orange County Schools Educators Association

PCHS Pacific Coast High School

PLC Professional Learning Communities

PPE Personal Protective Equipment

RCOE Riverside County Office of Education

SBAC Smart Balance Assessment Consortium

SBCSS San Bernardino County Superintendent of Schools

SED Socioeconomically Disadvantaged

SES Special Education Services

SSC School Site Council

STRTP Short-Term Residential Therapeutic Program

SWD Students with Disabilities

TK Transitional Kindergarten

TOSA Teacher on Special Assignment

WASC Western Association of Schools and College

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

211 Orange County	Mercy House Family Care Shelter
Art and Creativity for Healing	New Alternatives Wrap-Around Program
Blue Ribbon Commission of Orange County	North Orange County Community College District
California State University, Fullerton	Orange Coast College
Casa Youth Shelter	Orange County Asian Pacific Islander Community Alliance
Catholic Charities	Orange County Business Council
Chapman University	Orange County Children's Partnership
Coast Community College District	Orange County Community Foundation
Court Appointed Special Advocates for Children, Orange County	Orange County District Attorney's Office
Department of Rehabilitation, Orange County	Orange Coast College
Disciplina Positiva	Mariners Church
ELKS Club of Orange	Mercy House Family Care Shelter
FaCT Resource Centers	New Alternatives Wrap-Around Program
Families Forward	North Orange County Community College District
Family Solutions Collaborative	Orange County Health Care Agency
Fullerton College	Orange County Human Relations
Girls, Inc.	Orange County Juvenile Court
Giving Children Hope	Orange County Probation Department
Grandparent Autism Network	Orange County Public Libraries
HERO For Kids Foundation	Orange County Social Services Agency
HomeAid OC Family Care Center	OCTI-Orange County Transition Initiative
Home and Family Care Center	Orangewood Foundation
Human Options	Orange County Health Care Agency
Inside the Outdoors	Orange County Human Relations
Latino Educational Attainment Initiative	Orange County Juvenile Court
MADD – Mothers Against Drunk Driving	Orange County Probation Department
Mariners Church	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
Stand Up for Kids
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
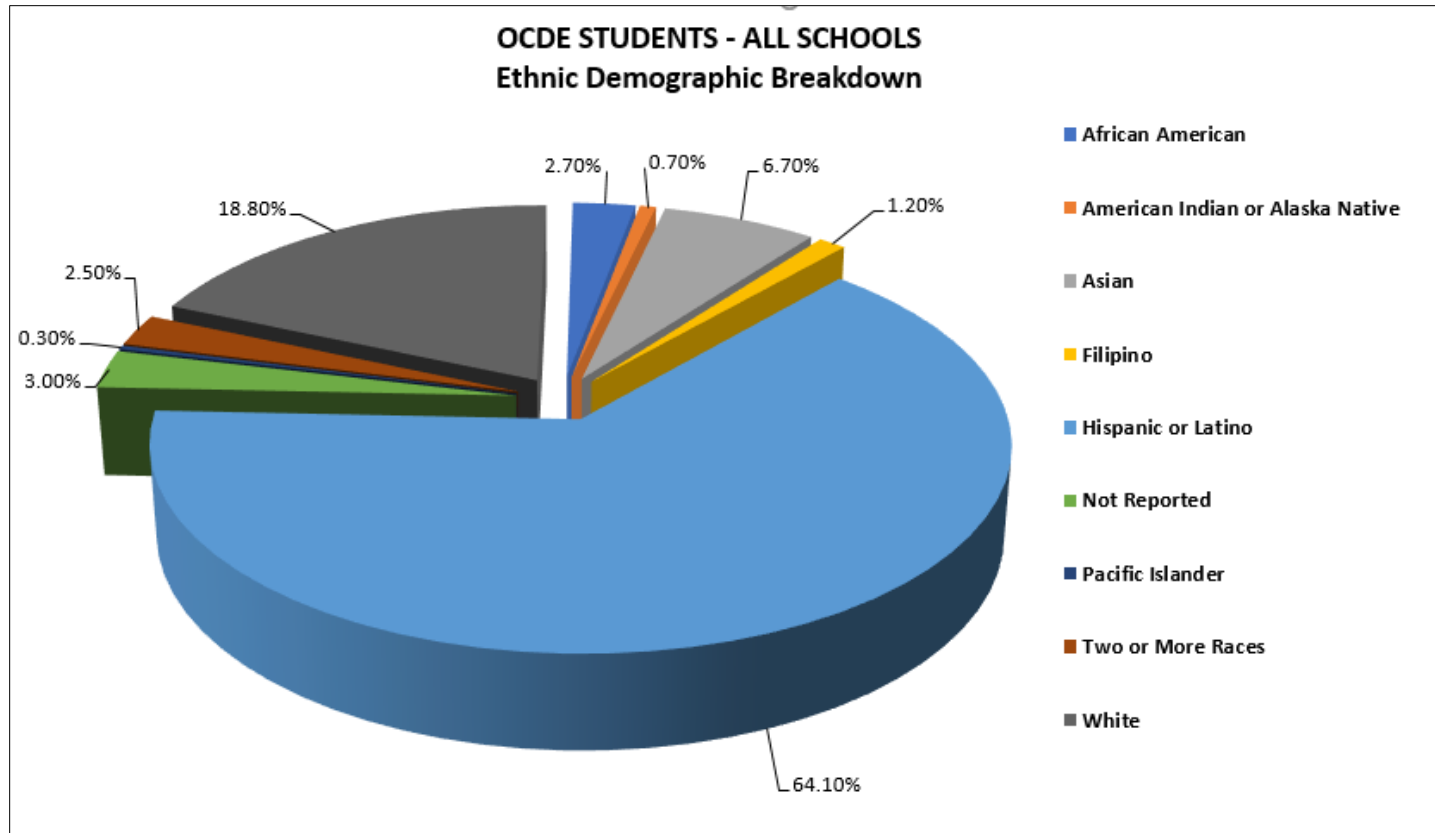
Ethnicity	Total	Percentage
African American	59	2.70%
American Indian or Alaska Native	15	0.70%
Asian	146	6.70%
Filipino	25	1.20%
Hispanic or Latino	1,390	64.10%
Pacific Islander	6	0.30%
White	409	18.80%
Two or More Races	55	2.50%
Not Reported	65	3.00%

Family Engagement Events in ACCESS, 2020-2022

By Epstein's Framework of Six Types of Involvement

Type of Engagement	2020-2021	2021-2022
Type 1 – Parenting	62	104
Type 2 – Communicating	21	24
Type 3 – Volunteering	21	38
Type 4 – Learning at Home	0	7
Type 5 – Decision Making	23	20
Type 6 – Collaborating with the Community	26	82
TOTAL	**153**	**275**

Developed by researcher Joyce Epstein of Johns Hopkins University, the *Framework of Six Types of Involvement* is one of the most influential models in the field of school, family, and community engagement. Epstein's model helps schools and districts develop a systematic approach to building a culture of partnerships. Decades of research and practice have shown that effective home-school partnerships have a positive influence on a student's social, emotional, and cognitive development, leading to improved educational outcomes.

ACCESS Parent Feedback | 2021-2022

Prepared by
Orange County Department of Education
Evaluation & Data Center

February 2022

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 7-week administration window; December 13, 2021 to January 31, 2022. Following standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 356 survey responses were received (N=356 parents).

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

What Area does your child attend?

■ Number of Respondents

Area	Number of Respondents
Area 1	31
Area 2	75
Area 3	48
Area 4	13
Area 5	160
Area 6	29

My child's grade level:

■ Number of Respondents

Grade	Number of Respondents
Kindergarten	8
1st	9
2nd	13
3rd	12
4th	12
5th	12
6th	10
7th	14
8th	16
9th	22
10th	58
11th	67
12th	91
I'm not sure	8
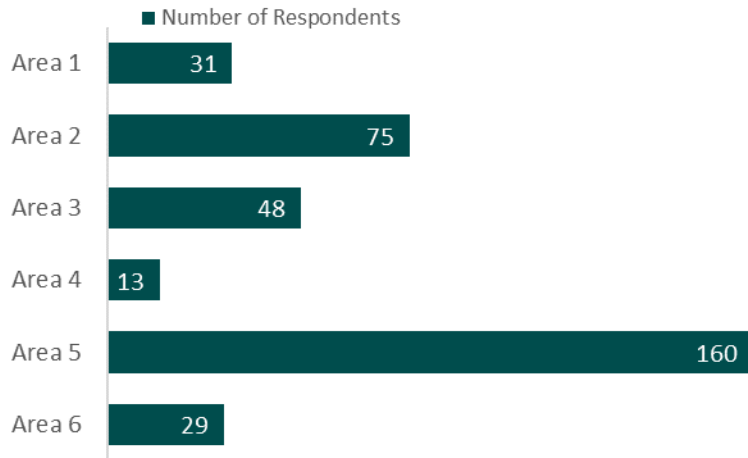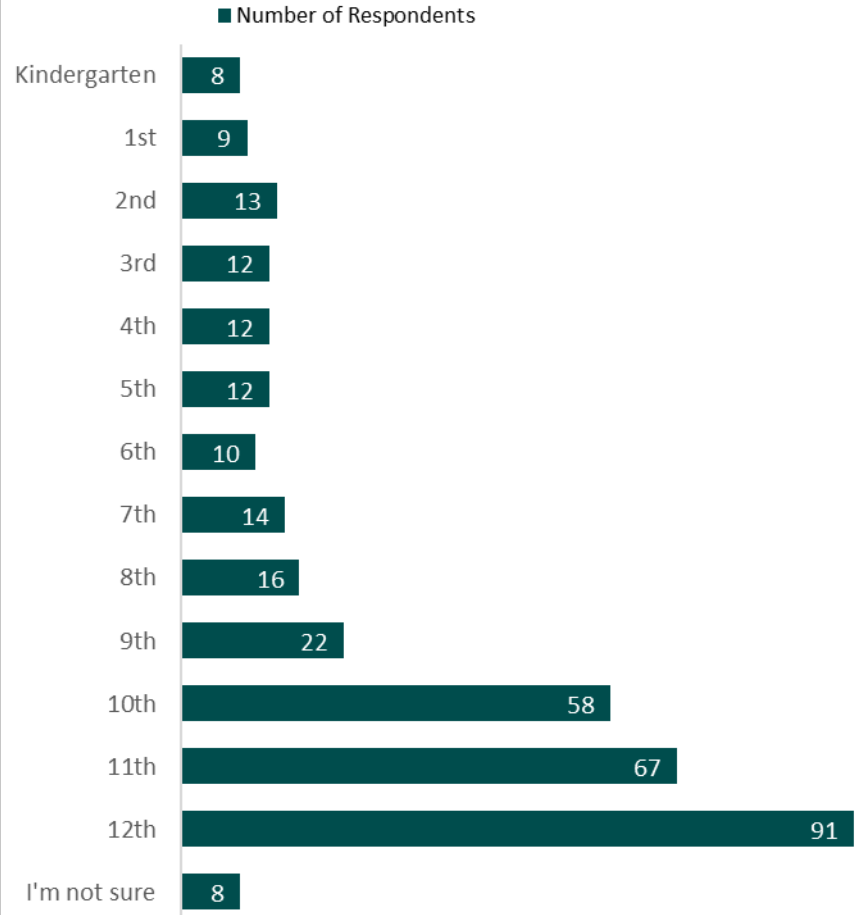
1. I feel my child is making academic progress.
n=353
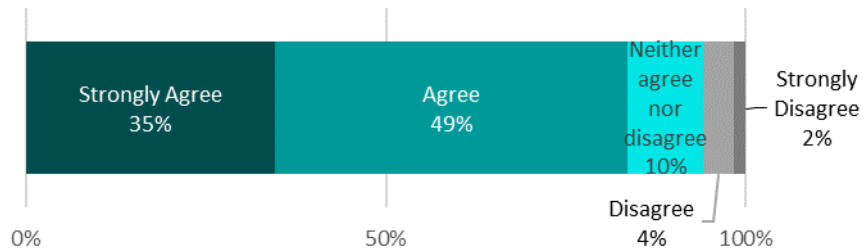
Comparison to Prior Years
Note. % Strongly Agree + % Agree
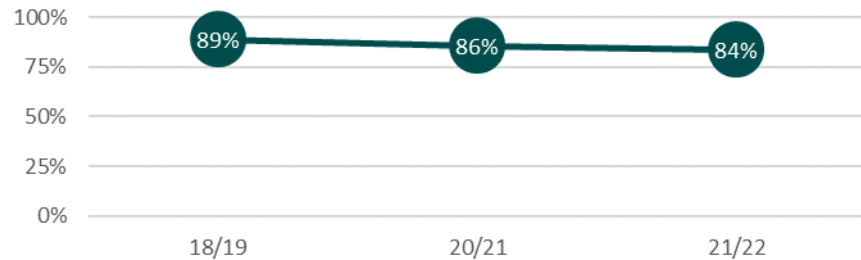
Comments:
- A veces creo que si pero no se, ahora estoy esperando el reporte de notas [Sometimes I think yes but I do not know, now I'm just waiting for the report card]
- Algebra is a challenge
- Aquí pienso que si va un poco avanzado pero se que con la ayuda de los maestros avanzará [I think that here it goes a bit advanced but I know that with the help of the teachers he will advance]
- Aún no e podido saber El Progreso de mi hijo [I have not yet been able to know the progress of my son]
- Child just started school. Do not have enough information yet.
- covid make it hard for our child its all new progress is very hard to gage.
- Esta muy cerca de mi casa y llego muy rapido y mi hijo esta pregresando mucho en su escuela [It's very close to my house and I can arrived fast and my son is progressing a lot at his school]
- Excellent school environment and proper professional techiniques for academic growth and development.
- He has only been t the school for one month so it is still too early for me to tell. However, he does like the school.
- He is going very slowly. He stopped going to class. Transportation is an issue.
- He just joined Sunburst Youth Academy
- he just start right now
- He just started at this school, so I'm not sure how he has improved yet.
- He struggles and is still learning how to self-advocate.
- Her teachers and assigned advisor are very helpful to my daughter and patient with me and all my questions.
- I am very concerned there is almost no in person option and this has greatly harmed my child's social skills and mental health.
- I can pace my child's learning to ensure mastery of the content.
- I do not care for the new SAAVaS curriculum. I feel it is very time consuming and not user friendly. I would prefer quick videos for learning to show my kids for both science and social studies.

Comments: (continued)

- I don't have access to her grades like I do with my son at PYLUSD. It's very frustrating
- I feel my child is making great progress because it's visible. Plus she tells me and I see and am thankful for the interaction the school has with both my children.
- I feel that she spends too many hours on her computer.
- I have taken my child to get assessed and he is advance in Reading and Math but I think the school needs to have more accountability from my student
- I have two children at grades 9 and 10
- I haven't seen him being motivated to progress academically.
- I think the online learning system has dumbed down the educational learning process and has created independent lazy learners.
- I Would Love It, If You Had More College Credit Courses Offered...
- Im Not sure how shes doing yet
- In some subjects my student is advancing but in others not. The teachers focus in certain materials only. For example, my daughter is not progressing in math. I am concerned because I have degrees from Mexico City and although my daughter was born here she is not getting the same level of education.
- It has become more difficult for my child to become or have motivation.
- It would be great if with homeshooling there are some zoom classes at least for an hour daily by teachers.
- It's difficult/challenging for your student to achieve success in a subject, especially when they have the same teacher/instructor every year which they don't feel a connection to. There should be ability for different instructors/teachers.
- Just enrolled and started today, January 19
- Kids are there to learn .teachers should stop giving them so much candy .
- Le gusta mucho como enseñan casa materia asta que la terminal. [He likes a lot how he is taught each subject, he even finishes the homework]
- Mi hija no va a la escuela, los maestros intentan pero ella no pone de su parte [My daughter does not go to school, the teachers try but she does not do her part]
- More lessons with math would be helpful
- Mrs. Haugen is amazing and has made my daughter's senior year into a positive from a dire situation.
- My child has always struggled with math and not getting extra help and my not being able to help has made it a struggle.
- My child has only been enrolled in school for a month. Unable to make a choice due to short academic time.
- My daughter just transferred to PCHS this school year. She LOVES it. My daughter is a straight A student and she is thriving at PCHS.
- My son does not like school. The teacher is good but my son is not putting effort.
- My son has came a long ways from understanding his work and homework. With the progress and help the teacher provides
- My student has told me that because she is a 7th grader she is not getting enough attention and is left with no work or interaction in the classroom. She is very worried she will fall far behind academically. She isn't able to get enough one to one explanations from the teacher.
- My student is advancing some.
- Not the curriculum, but the lack of motivation of the student
- PCHS has been instrumental in helping my daughter achieve her academic goals. She has a 3.9 GPA and is thriving.

Comments: (continued)

- Reccomend there should be a tutorial program available to parents who need help with Savaas,I myself found it overwhelming at the beginning but very easy program once learned, I was even planning on meeting with other parents to teach them but was wondering they should have this avoid others leaving
- She is focused in her education with no distractions.
- She is struggling to pass classes
- She just started at the school this week.
- Son muy profesionales en cuanto su llagada al estudiante [They are very professional as far as their approach to the students]
- student is in independent studies
- Student is not in an ACCESS school any more. He goes to CM. He is a straight A student, and the short time at the Hall served him to see the seriousness of who he has friendships with. All his charges were drop.
- Student is working and studying, doing very well.
- Teachers are very supportive especially for academic support.
- The only downside is that due to Covid he has missed on social interaction with other children his age.
- The school really helps a lot with all the homework and checking off how he is doing but he is just not interested.
- The staff is excellent at working with my child to make sure he knows his goals and is on target to graduate.
- This is the only time he attends school, so it's helpful
- We had to take independent study because there was no other option during increase in COVID
- We have gone to the class and requested that the teacher give my student more homework so that he can advance more rapidly, especially because we use Uber to arrive at the school. The teacher refused to give my student more work or reply to our emails. My son is with another teacher now.
- Ya casi se gradua! [He/she almost graduates!]

2. I have discussed my child's education with his/her teacher.
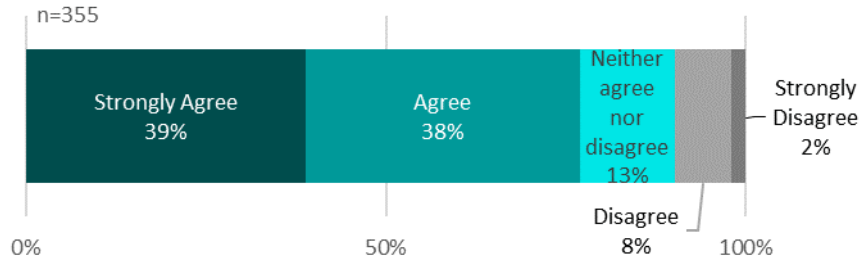
n=355

| Strongly Agree 39% | Agree 38% | Neither agree nor disagree 13% | | |

Disagree 8%

Strongly Disagree 2%

0%   50%   100%

Comparison to Prior Years

Note. % Strongly Agree + % Agree

81%   75%   77%

18/19   20/21   21/22

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

n=354

| Strongly Agree 54% | Agree 38% | | |

Neither agree nor disagree 6%

Disagree 2%

Strongly Disagree 1%

0%   50%   100%

6
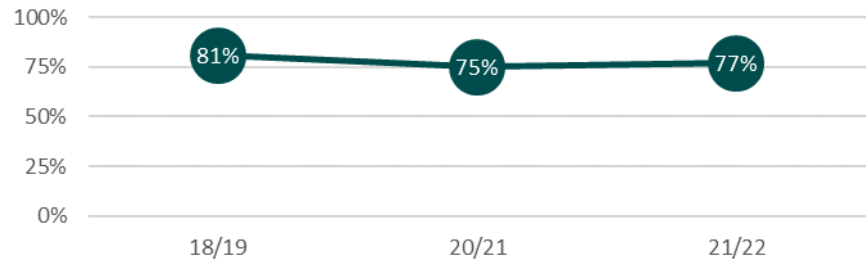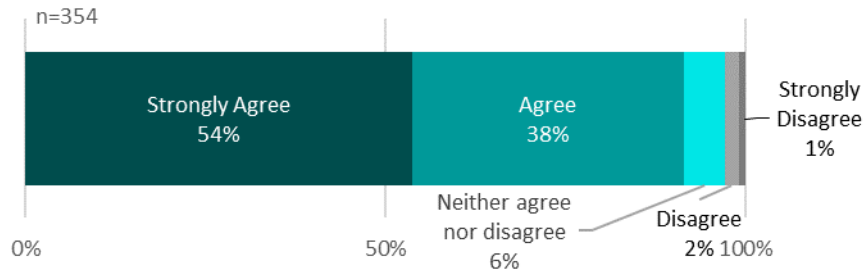
Comments:

- Amy Sydoruk has been a huge help with my son in his credit recovery. She is able to talk to him and help him see the importance of continuing his education so he graduates.
- Anytime I have questions or go over there they are always there to help.
- Because of Covid the communication has been affected. We do video calls.
- Communication with juvenile hall is non-existent
- Cualquier cosa siempre nos hablamos [Anything, we always talk to each other]
- El maestro y Abril son muy buena gente [The teacher and April are very nice people]
- Front desk staff are very helpful and kind.
- He is in an out of Juvenile Hall for the last 4 years. Mom is even embarrased because [student] says he will participate in programs that help him, but when the time comes he bails out.
- he's going to SYA so there is no contact with his teacher
- I agree because my student is able to speak to the teacher to ask what work they need to work on to advance.
- I do not know how to contact anyone at SYA.
- I have not tried to reach out and the school has not called me either to discuss my students progress or work.
- I really think the teachers should be reaching out to us, student and parents more.
- I want to thank all the staff at HLC for being so understanding and patient with my sons advancement. Claire and the team in the office including his teacher, go above and beyond to make sure that he is well on anything that he may need.
- It is difficult due to language barriers but I still agree that we have communication.
- Me comunico con Abril y ella me ayuda a hablar con el maestro [I communicate with April and she helps me communicate with the teacher]
- Mom felt welcome when she went to sign up her son for school, but it is a new school and she hasn't had many opportunities to connect with school personel.
- Much Appreciated, They Have Been Very Supportive...
- My Child was issues IEP program
- My daughter has a really bad infection on both of her feet and she isn't able to walk to school anymore. I tried to explain this to the teacher and request her work to do from home. They said they would get back to me, it's been 4 days. I'm concerned because meanwhile she isn't working on school.
- PCHS has always been great at communication and I feel very confident in the staff.
- PCHS is very accessible e-mail, text and phone
- PCHS staff amazing and very helpful for any questions or issues.
- Pchs staff very easy to connect with
- Si me siento muy cómodo comprendida y guiada [If I feel very comfortable, understood, and guided]
- Since I am not very good in canvas I don't know how to communicate with teachers or the school without going through my child.
- Staff at Lakeview are amazing
- The previous teacher my student was with would not answer our calls or emails. He would also not be at the school site when my son would show up. The teacher also only spoke English so I wasn't able to discuss the situation with them.

Comments: (continued)

- The staff at CHEP is friendly, supportive and responsive.
- The staff is extremely supportive, very responsive and have been tremendous partners in my child's education. We are extremely pleased with staff.
- The teacher does not speak Spanish. I'd like to be able to speak with her about what credits he needs and when he will be able to graduate but I'm not able to. I don't feel comfortable speaking with them because they don't speak Spanish.
- The teacher is very good, we went to open house.
- There is no problem in communication.
- They are so helpful.
- Yes I do feel extremely comfortable because I have reached out and they were there for us with no judgement and to the fullest. They still are and always make sure we're good.

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

Communicate with me...
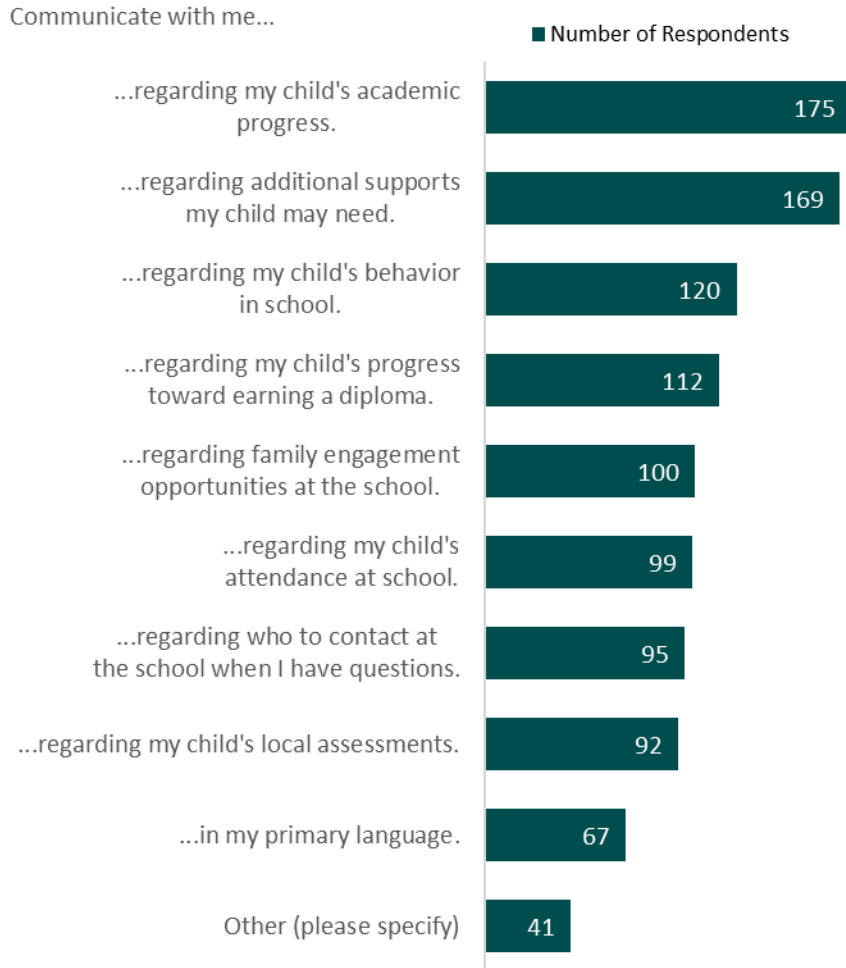
Write-in responses:

- Aeries parent portal
- All needs are being met.
- Better communicate updates
- Better communication with parents when someone in the school was positive with Covid.
- CHEP had always addressed any questions and concerns about my children.
- Communicate with me more about college prep
- Communicate with the other parents a little more.
- Definitely, support in speaking with me in my language (Spanish).
- He had a meeting about the exemption.
- I am really satisfied with my school so far
- I get no communication from your school. I would never recommend this to anyone. I just have no choice in my daughters schooling, so I endure with this stupid school
- I have no issues with school communication.
- Implement a dual language program for Bilingual students.
- It's Been A Great Experience!!! My Son Received His High School Diploma... I Would Love For Him To Continue His Education!!!
- La escuela y el maestro se comunica conmigo [The school and the teacher communicate with me]
- Mas comunicacion sobre el comportamiento de mi hijo en la escuela. [More communication about my child's behavior at school.]
- Mom hasn't been able to communicate with teacher because teacher doesn't speak Spanish.
- Mom is not interested in her son's education since he is not interested or involved in it. Mom feels like giving up on her son's cooperating with the school. She tried for a long time, but her son is not wanting to do his school work or show interest. This attitude has been going on for 4 yrs.
- more additional programs
- My daughter is doing well and will be on her way to attend college.
- Nothing extra is needed

Write-in responses: (continued)
- Nothing they do a fantastic job!
- Nothing, they are fabulous!
- options for curriculum
- Other ways to tutor
- parent is informed
- School does a great job with communicating all of the above
- School has been excellent in communication in all aspects.We are very pleased.
- The way my sons teacher , MS.Ochoa she been great she been in contact with me whenever there is a problem or when my sons are having trouble.
- They do all those things at CHEP. They have really good communication skills.
- They Help US with food , transportation family suport
- They need more staff of teachers to help each other with child's needs.
- Too soon for me to have an opinion about this.
- Wish to have received phone call in English.

Comments:
- already communicates well
- At least 30 minutes teaching kids every week in independent study .
- Communication in Spanish is essential and so far the school has been doing great.
- El maestro y la señorita Abril se comunican conmigo y mi hija esta tomando clases en el college tambien. Y me ayudan con despensa. [The teacher and Miss Abril communicate with me and my daughter is taking classes at the College too. And they help me with groceries]
- For me the school is doing well with the services and help they are offering.
- I already have excellent communication with the school regarding my child's education and progress.
- I Am Open To Help My Son Succeed & Pursue A Higher Education...
- I am very happy with our experience at CHEP. Out teacher, Julie Neiswonger is truly wonderful!
- I like the school that my son goes to.
- I think that overall they are doing a great job. The only thing I found a bit challenging was figuring out what was the expectation regarding the assignments and the amount of work expected to be completed by the child.
- La escuela satisface todas mis necesidades y las de mi hijo [The school satisfies all my needs and my son's]
- Mi hija no asiste a la escuela , April me llama semanalmente [My daughter does not attend school, April calls me weekly]
- My child's teacher is doing a really good job in each of these areas. (Mr. Kostic)
- My son began attending ACCESS because he was expelled from his high school two years ago. He enjoyed working with the teacher and staff at his site so much that he decided not to leave ACCESS. That says a lot to me. The staff that works with him for his IEP is wonderful as well.
- need spanish speakers
- nothing to improve all of ht eabove occur already !!
- online portal working

10

Comments: (continued)

- Right now my son is only going to school 4 days a week. If there is more help for him to obtain his credits faster that would be better.
- Staff is fabulous and the program is strong. It would be great to have to have the staff let us know the progress our child is making towards his diploma on a more regular basis. We inquire and they tell him but having a report would be helpful.
- [Student] tells ppl what they want to hear. But he is not serious about his schooling. He resists help.
- The school and teachers are really good at communicating with me about everything. Since I speak Spanish they always find someone who can translate for me.
- The school contacts me but only if there is an absence. When I have questions I am not able to get a clear reply.
- The school is doing well in these areas, I just don't know if he needs more encouragement or what kind of support can help him. I'm a single mother so it makes it even more complicated for him.
- This has been an excellent school choice for my 111th grader. I really appreciate how well the school is organized, communication is wonderful. Mrs, Lee and the principal Michelle do a wonderful job of communicating and keeping both students snd parents updated. Aldo, helpful office staff.
- With the previous teacher we were not able to receive information about my son's credits. When we would go to the site to ask the teacher, we would find the interpreter but not the teacher so no one could tell me how many credits he had. I learned recently that he only has 20 credits.

4. Communication from the school is timely and consistent.

n=353

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

Neither agree nor disagree 9%

Disagree 5%

0%   50%   100%

Comparison to Prior Years
Note. % Strongly Agree + % Agree

100%

83%   84%   85%

18/19   20/21   21/22
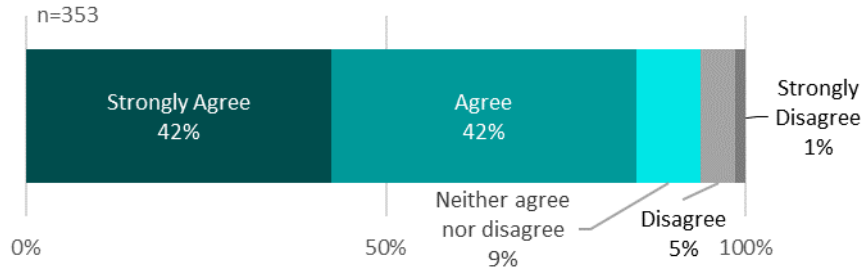
Comments:
- Always very prompt
- Child has been in school a few days.
- Communication at PCHS is one of their best attributes
- Hablo con el maestro [I speak with the teacher]
- I sent them a form for a public benefit program and never got it back from the school. It would have been important to get it back. I don't know if the teacher dropped the ball on it.
- I was hoping that y son would finish high school last year but we were not able to get any info from his teacher on the amount of credits he had or needed so he continued to fall behind.
- It could be way better.
- me ayudan mucho en la escuela con comida y pañales pero mi hija no asiste [They help me a lot at school with food and diapers but my daughter does not attend]
- Mom has participated in the past in parenting classes, like Padres Unidos, but when they went back to in person classes, her job schedule complicated her participation
- Mrs. Lee is amazing and always answers our questions.
- School does an excellent job communicating with students and parents
- School personel very friendly and welcoming at time of registration.
- Si me gusta por que todo el personal de la escuela se comunica con uno para decirnos qué pasa con nuestro hijo [I do like it because all school staff communicates with us to tell us what's happening with our son]
- The communication is only when my daughter is absent. They do not take note of the situation because they call me repeatedly when I already explained the medical situation. Other than that, I don't receive communication from the school. It would be good to have communication in other areas.
- The Staff Has Been Great! On Task...
- When my child's teacher suddenly became absent and got replaced by another for like a month, we didn't get any explanation on why and there were some missed classes, the whole thing was just a bit weird and uncomfortable.
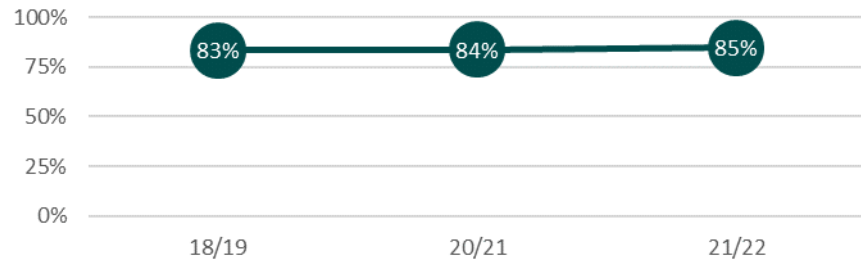
5. What topics would you like to see incorporated into parent workshops? (check all that apply)

■ Number of Respondents

Topic	Number of Respondents
Enrolling my child in college, including financial aid	146
College readiness skills (academic skills)	144
Social-emotional resources and support	143
Career readiness	131
Health and safety	112
Educational technology	112
Internet safety	109
Substance abuse prevention	103
Parenting skills	92
Other (please specify)	22

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

n=346

Online with a presenter 42%	In-person with a presenter 26%	On-demand online/Go at my own pace 32%

0%　　　　　　　50%　　　　　　　100%
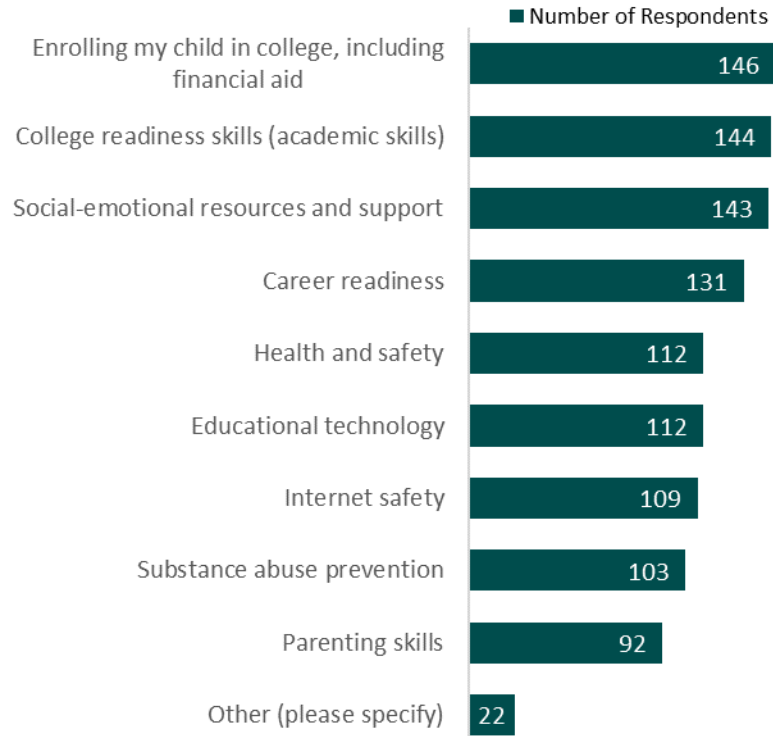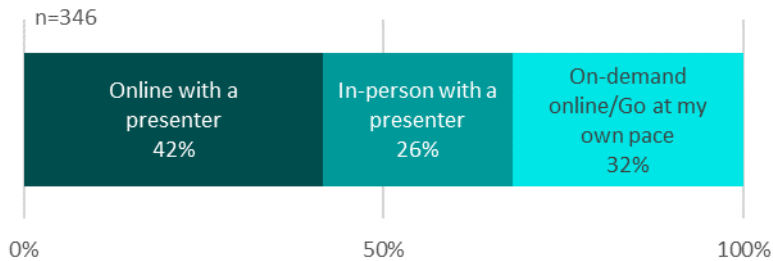
Write-in responses:
- After school activities for low income families.
- can't participate in person.
- Coping skills around death in the family/loss
- Disciplina Positiva [Positive discipline]
- English Classes
- EXTRACURRICULAR ACTIVITIES IN SCHOOL
- How to have your child cope with anxiety and Frustration
- I would like him to get his drivers license.
- more details regarding the college process and college readiness; more detailed when explaining/presenting information
- More individual help with math
- Open To Anything That Will Help My Son!
- Special Education
- The internet is not childproof.
- these are aleady available
- Todos los temas son interesantes [All the topics are interesting]
- Trade skills

Comments:
- DUE TO COVID, ONLINE
- Due to rise in COVID
- I appreciate the opportunity to ask questions
- I feel in person/online either way are great. But in person we can get a better connection. Because for some reason people can communicate easier.
- I prefer online due to pandemic
- I would prefer if the parent meetings would be separated by school because when we are all grouped together there is not enough time for questions and discussion for all of us.
- I would prefer to meet in person with covid precautions.
- I would rather in person but online is okay too.
- ideally in person would be best, however, due to current conditions (pandemic) online being an option is great.

Comments: (continued)

- Me gustan las clases por zoom y en persona [I like the classes by zoom and in person]
- Must be given a week's notice, the latest.
- Recorded presentations on various topics would be excellent.
- Trabajo en las tardes [Work in the afternoons]
- We are out-of-state family(Arizona Mountain Standard Time)
- We have work. I am not always available during school hours.

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

n=352

Strongly Agree 41%	Agree 43%	Neither agree nor disagree 14%	

Strongly Disagree 0.3%

Disagree 1%

0%   50%   100%

Comparison to Prior Years

Note. % Strongly Agree + % Agree

80% (20/21)   84% (21/22)

N/A (18/19)

18/19   20/21   21/22
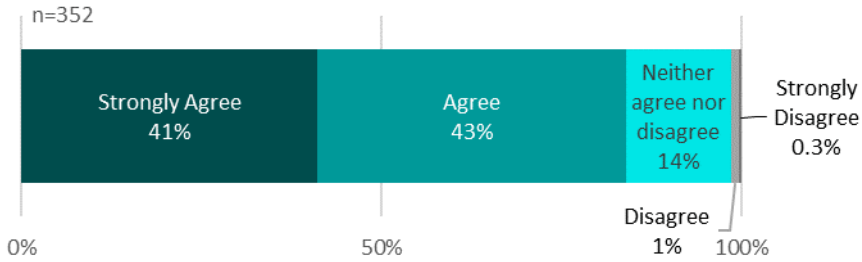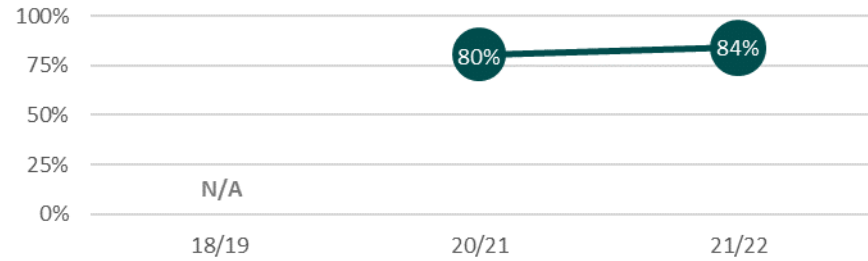
Comments:

- I think this was a little lacking in December. All we heard about was Christmas. I was a bit shocked that there wasn't more world cultural representation as far as winter holidays and traditions goes.
- I'm not informed.
- Mom feels disconnected from the school, since her son is very apathetic and not involved.
- Parent mentioned student is happy with site.
- Pre-pandemic this was definitely the case.
- Thanks to Mr. DANIEL'S who sees the importance of my child he has class with him once a week and invited him to enroll in another class during the week. With this and his Jitjitsu I feel it helps his social aspect . Thank you for this.
- Unable to make an assessment at this time.
- would like to see more positive, encouraging and motivating role models of color included in the academics

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

n=351

| Strongly Agree 33% | Agree 40% | Neither agree nor disagree 21% | | |

Strongly Disagree 2%

Disagree 4%

Comparison to Prior Years
Note. % Strongly Agree + % Agree

70% 73%

N/A

18/19   20/21   21/22
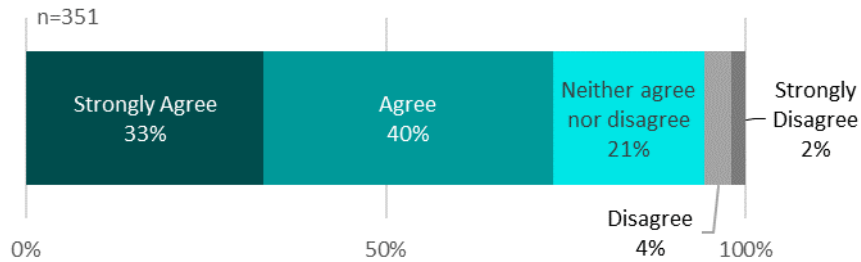
Comments:
- A little difficult during the pandemic.
- Asking for help to apply for my son benefits
- I feel the school is doing a great job on this. However, I'm seeing that my child may need assistance so I should reach out
- I would like to have more opportunities for my child to connect with other students at her level that could be both social and academic. For example, a book discussion group.
- My child doesn't need those resources.
- My kids wish they could interact with more children their age.
- NOT SURE IF ITS BEING ASSESSED
- Parent mentioned that student says the teachers are nice..
- quiero que tenga consejeria que me ofrecen pero mi hijo no quiere y no lo pueden obligar [I want him to go to counseling,it was offered to us but my son does not want to go and I can not force him]
- SAA
- Si pero no viene [Yes but it does not come]
- Since the pandemic it has not been good.
- Tengo muchas reuniones con la maestra y directora y Abril [I have a lot of meetings with the teacher, the principal, and April]
- The school does not provide classes or programs related to socio-emotional skills and needs. My son is very quiet and it would be great if the school was able to provide him these programs and skills that we are trying to help him with at home.
- The school offered counseling to my daughter during a parent meeting because she is struggling with the fact that her father and I are divorced. My daughter needs counseling but I never heard back after that meeting.
- The social aspect is limited since there are not many students. This was the one area where we considered returning to his original school.
- They are on top of meetings and the whole family's needs. Truly blessed!
- This is only due to the pandemic restrictions.
- This response is based on previous visits and testimonies we have been exposed to. This response is also based on only 3 letters that we have received from our son, who says that he is well. It feels to be a little early in the process to fully attest about it.
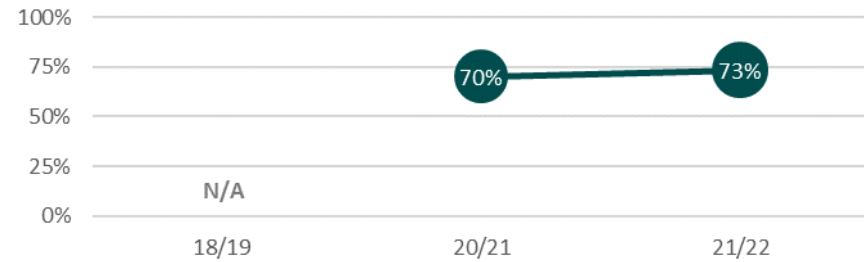
8. The school is a safe place for my child.
n=351

Strongly Agree 45% | Agree 40% | Neither agree nor disagree 12% | Disagree 2%

0%   50%   100%

Comparison to Prior Years
Note. % Strongly Agree + % Agree

89% (18/19)   89% (20/21)   86% (21/22)
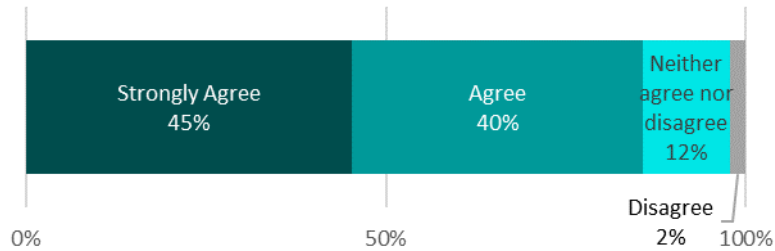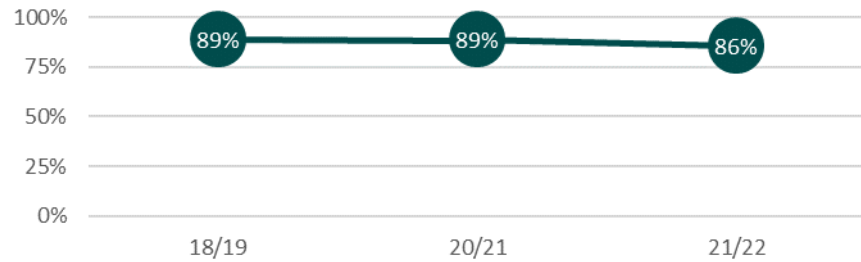
Comments:
- El equipo profesional siempre está alerta con lodos sus estudiantes es un equipo de héroes para mi [The professional team is always on alert with all their students, is a team of heroes to me]
- Feels unsafe because of COVID. Wants more distance between students during lunch.
- feels unsafe in regards to COVID-19 during lunchtime. Feels that there should still be more distance between students during lunch.
- High quality masks are not worn. Too many staff members remove their masks while in class or wear them with their noses exposed.
- I have not had my child attend any in person school functions because we could see some teachers disregarding the masking and Covid safety regulations on the zoom classes when students were present in the classroom. I do not feel safe sending my child in person yet.
- I thought so until I found out that at 3pm that whether the parent is there or not, the kid has to get out of the building.
- inside of the school is okay; location of the school is reckless due to many car traffic
- It feels good to let my child explore their education in a safe environment
- Mom is not very informed as to what is going on at school or the Hall in general. They haven't been able to visit.
- Not during COVID-19.
- Only thing that really concerned and worries me is that the PLAYGROUND IS ACROOSSS THE STREET AND EVERHING IS ALL OPEN ..
- Si es segura la escuela por son muy buenos todos los que están ahí están al pendiente con los jóvenes son amables todos [School is safe because everyone there is nice and pay attention to the youth, they all are kind]
- When students were present in the classrooms and we were online, we could see that some teachers were not following safe masking protocols. For that reason, we are not participating in any in person school activities yet.

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

n=348

| Strongly Agree 42% | Agree 47% | Neither agree nor disagree 10% | Strongly Disagree 0.3% |

Disagree 1%

Comparison to Prior Years
Note. % Strongly Agree + % Agree

87% 85% 89%

18/19   20/21   21/22
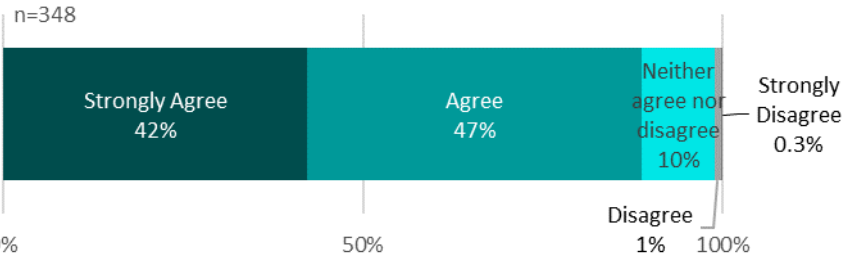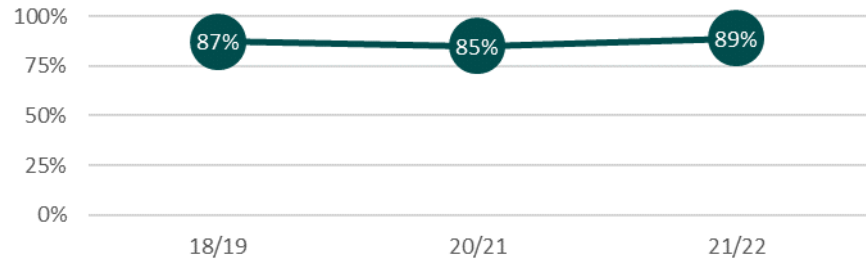
Comments:

- I am against this because they don't actually deliver in these areas.
- I don't even know what this is. You guys have my email, but I never get notified of anything important other than when my daughters papers are graded
- Si ella no quiere venir no hay nada que podamos hacer [If she does not want to come there is nothing we can do]
- The ACCESS program is really good. It's just the teachers need to do more but the program itself is really good.
- Yo estoy agradecida con este programa [I am grateful to this program]

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

n=352

| Strongly Agree 31% | Agree 38% | Neither agree nor disagree 23% | Disagree 7% | Strongly Disagree 1% |

Comparison to Prior Years

Note. % Strongly Agree + % Agree

Year	%
18/19	79%
20/21	69%
21/22	70%
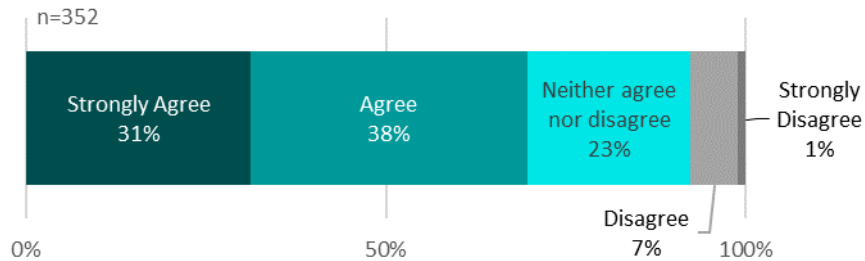
Comments:

- FCL offered mom to get in touch with CEGU or some counselor that could visit [student] at his Unit (mom doesn't know his Unit). She was cautiously interested in that. She also mentioned maybe tutoring, so he can complete his credits. I gave mom my information and will do a follow up call.
- Grade level does not match question.
- He is not preparing for career or college, or meeting his potential because he is not interested.
- I am not able to answer these questions because I do not have communication with my daughter. She is over 18 and I don't even know if she is still attending school. She hasn't lived with us for quite some time and chooses not to communicate with us.
- I disagree with this because she is not advancing right now due to the lack of communication from the school.
- I don't agree because he is not there yet.
- Is currently enrolled at community college and successfully
- My comments are that when a teacher is assigned to our student we need more contact and responses from the teacher. There needs to be more communication from the teacher so that our students can advance.
- My son is attending CHEP hence the responsibility falls on me as a parent to make sure he is on the right track educationally, and life. The mentor teacher is only there to make sure the child is submitting the work and providing guidance to the parent if need.
- My son is showing interest in his school work and is doing much better than when he was living at home.
- Please Offer More College Courses...
- Pues yo quiero que mi hija se prepare [Well, I want my daughter to be ready]
- student speaking about college and future job prospects
- Thank You
- The school is really good at preparing them to get their diploma and head to college but not necessarily how to navigate college and life after high school. That's with every school.
- The Skyview staff has been a tremendous help to me and with my child.
- There aren't enough study and test taking opportunities. Timed tests and assignments would be helpful for preparing for college course that expect these activities.
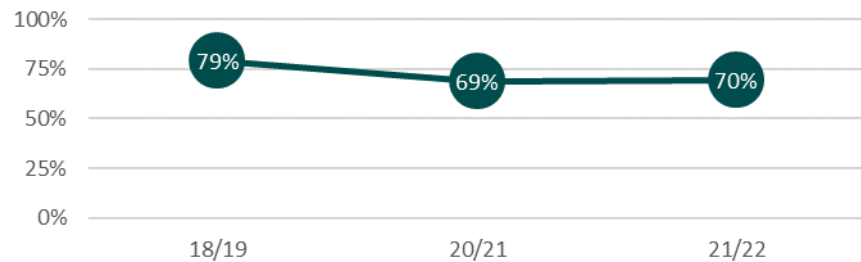
ACCESS Student Feedback -
(ACCESS Community Schools)

2021-2022

Prepared by
Orange County Department of Education
Evaluation & Data Center

February 2022

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 7-week administration window; December 13, 2021 to January 31, 2022. Following standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 187 survey responses were received (N=187 students).

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

What Area do you attend?

Area	Number of Respondents
Area 1	22
Area 2	3
Area 3	53
Area 5	49
Area 6	58

Your grade level:

Grade	Number of Respondents
3rd	4
4th	6
5th	5
6th	0
7th	8
8th	12
9th	14
10th	38
11th	59
12th	38
I'm not sure	3

2
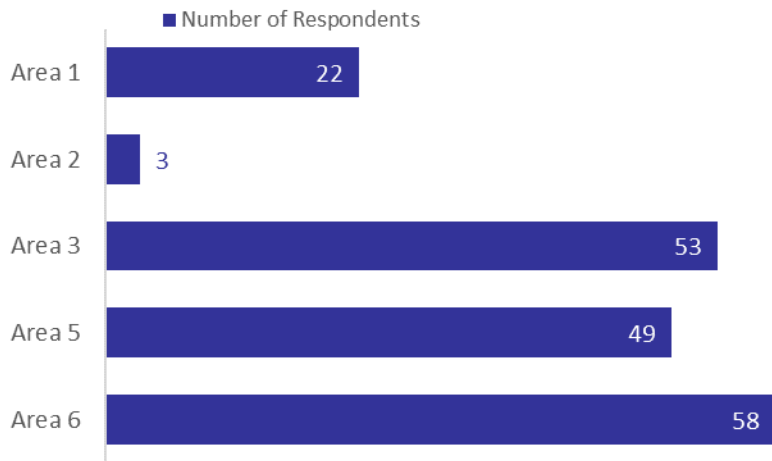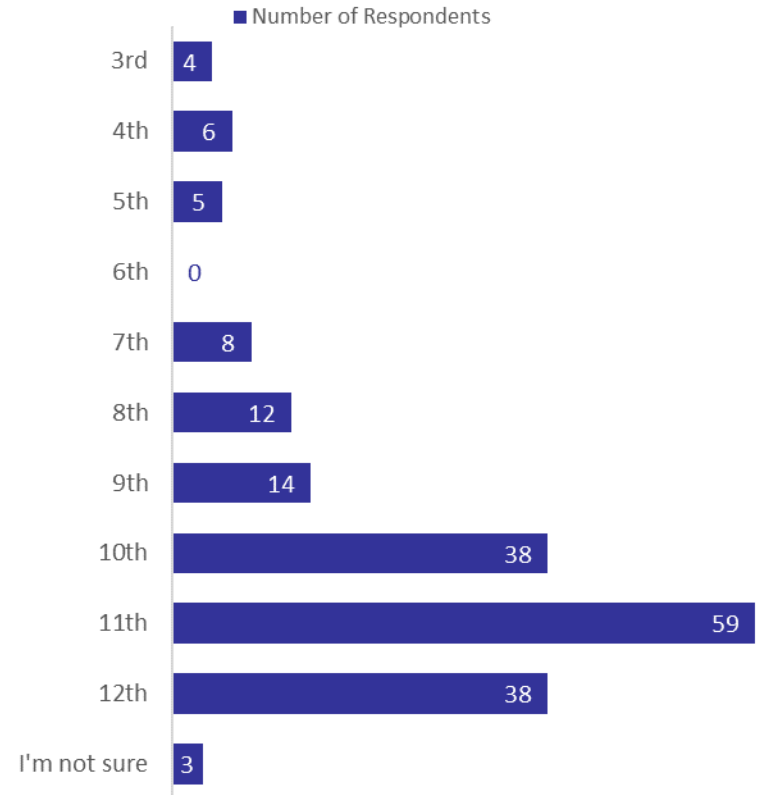
1. My school provides textbooks, online curriculum, and learning tools to meet my educational needs.

n=187

| Strongly Agree 50% | Agree 40% | Neither agree nor disagree 8% | Disagree 1% | Strongly Disagree 1% |

0%   50%   100%

Comparison to Prior Years
Note. % Strongly Agree + % Agree

88% (18/19)   94% (20/21)   90% (21/22)
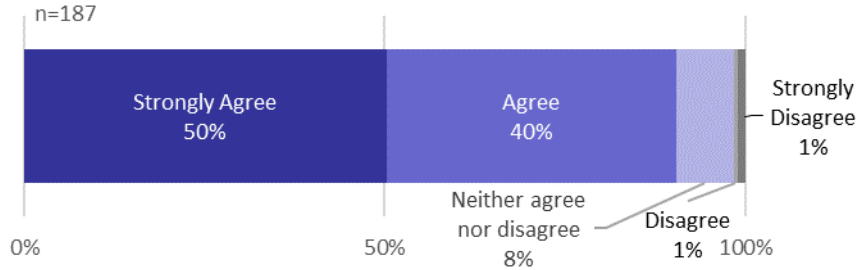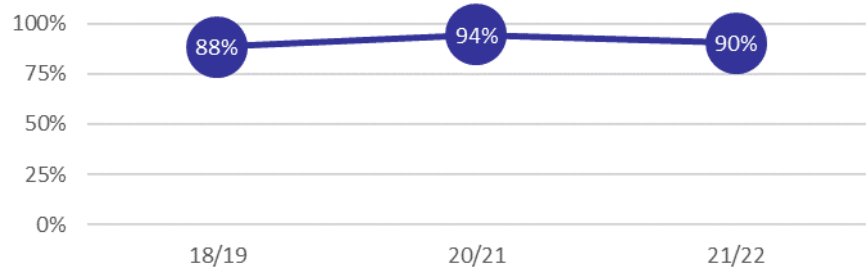
Comments:
- cool
- hopefully were not going to be using this tech for the whole time becuase im not really good with that
- I just got here
- i love my school!
- PCHS provides online courses, not textbooks, so I assume this is similar
- The laptop is touchscreen.
- The textbooks meet my edjucational needs. However, some of the questions or sentences I do not understand.
- there is barley any text books and almost no online curriculum at least from my experience here. also a lack of learning tools
- We are blocked alot from educational websites and we are now blocked from printing our essays/reports from our laptops. Our old cromebooks were just fine. We also need a better promethean board for in school classes so theres less technical difficultes and we can learn with no interruptions.

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

Number of Respondents

Category	Number
Textbooks	153
Laptop	152
Printed school work	151
Clever/my email account	146
Online curriculum	133
Books for recreational reading	127
Information about my credit status	115
Help with my social-emotional needs (mental health kits, counselor, etc.)	104
Hotspot	83
Other (please specify)	20

Write-in responses:
- Always wanting the best for the students
- Art Classes
- art supplies, drama,
- bringing food
- everything ive ever need
- family support
- food, gifts
- food, hygeine products, clothes
- groceries, family help
- groceries, shoes
- Help my family
- help my family
- homework
- Math manipulatives, microscope.
- milk
- shoes, prizes
- transportation to and from school

Comments:
- a hot spot would be nice or at least better wifi.

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

n=187

Strongly Agree 41%	Agree 42%

Neither agree nor disagree 12%

Strongly Disagree 2%

Disagree 4%

0%   50%   100%

Comparison to Prior Years
Note. % Strongly Agree + % Agree

100%
75%
50%
25%
0%

18/19 — 78%
20/21 — 83%
21/22 — 82%
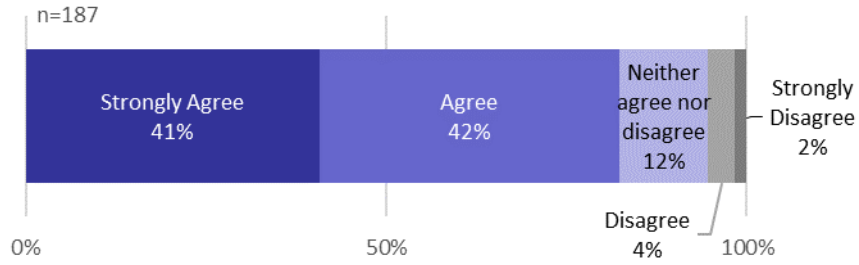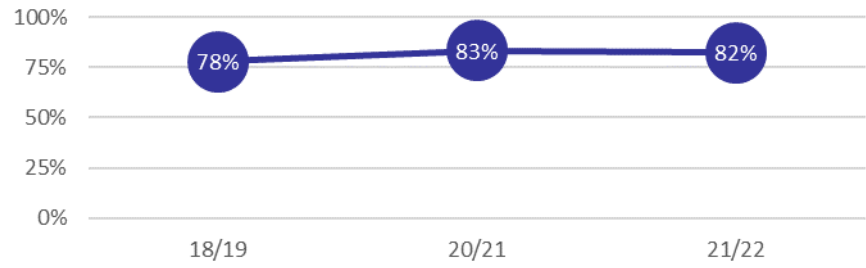
Comments:
- dont know
- yes they do

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

n=187

| Strongly Agree 42% | Agree 39% | Neither agree nor disagree 13% | Strongly Disagree 2% |

Disagree 3%

Comparison to Prior Years
Note. % Strongly Agree + % Agree

N/A   82%   81%
18/19   20/21   21/22
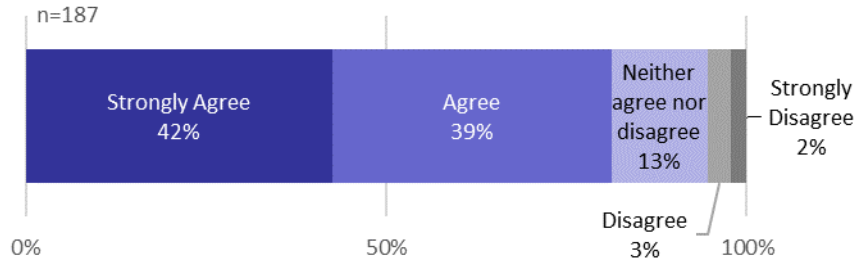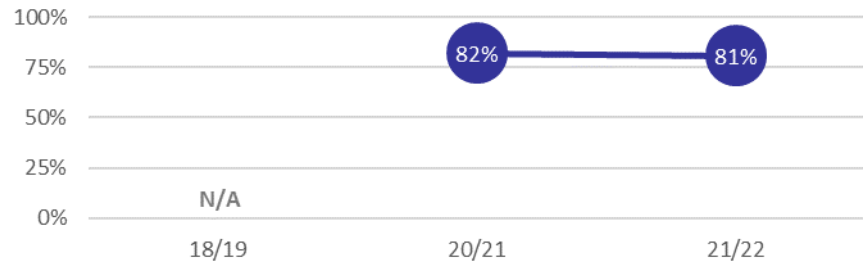
Comments:
- havent been asked
- they did at one point but not really anymore
- They have helped me with fasfa, applying to college, and different resorces.

5. What can the school do that would help you better achieve your learning goals? (check all that apply)
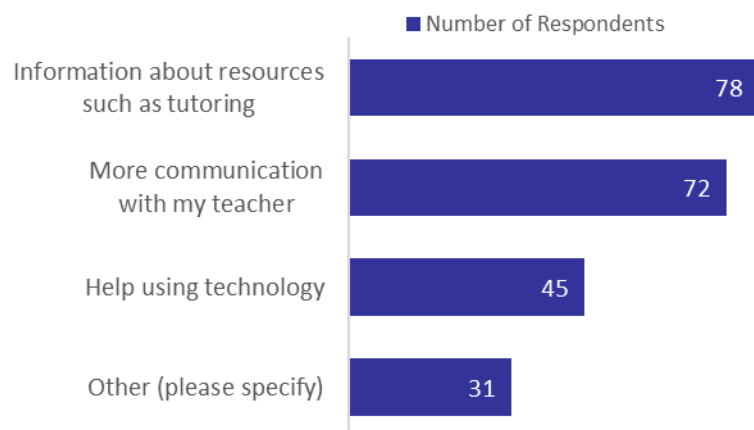
Write-in responses: (continued)
- all my needs are met
- all my needs are met
- better breakfast(no more bread like food)options of fruit like (oranges, kiwi, bananas, stawberrys ect.)fuit has nutional value and is refreshing to start off the day to learn!:)
- coming to school on time & doing more work at home
- Counseling services, studying skills
- Give time to talk to our personal counselor or therapist.
- i think this school does a good job already
- Im not really sure ive been here for a week
- knowing my credit status
- less time on tech
- maybe i would like to be let know how im doing in school how are my grades ect
- More help on task that i don't understand . More talking to teachers/IEP helper when i need help
- My School Does A Lot
- Nothing else I like how the school runs now just fine.
- Possibly having the addition of more students to the ACCESS sites.
- sports
- Talk to me about my credits.
- taxes , manners ,collage , money management and the difference between necessitys and wants

Comments:
- I can do much of my schoolwork but it would help me understand better if I could speak to my teacher and have explinations that make sense.
- I have all the help I need
- i think they should make it more interactive.

6. My school provides meaningful and engaging learning opportunities for me.
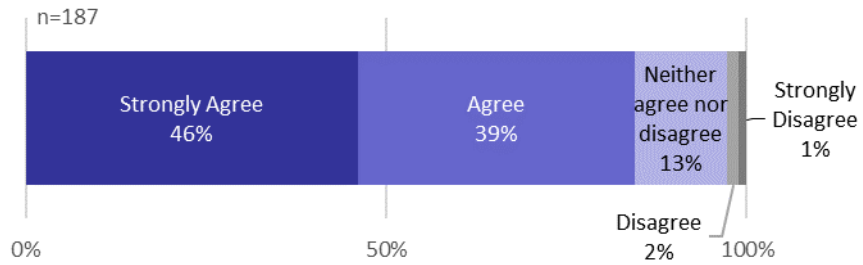
n=187

| Strongly Agree 46% | Agree 39% | Neither agree nor disagree 13% | Disagree 2% | Strongly Disagree 1% |

Comparison to Prior Years

Note. % Strongly Agree + % Agree

18/19: N/A
20/21: 88%
21/22: 84%

Comments:
No comments received

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

n=187

| Strongly Agree 40% | Agree 45% | Neither agree nor disagree 13% | Strongly Disagree 2% |

Disagree 1%
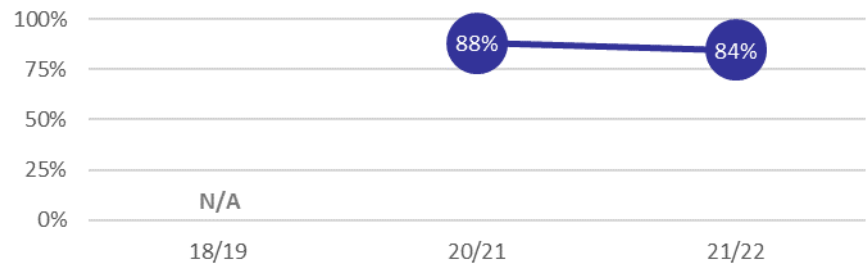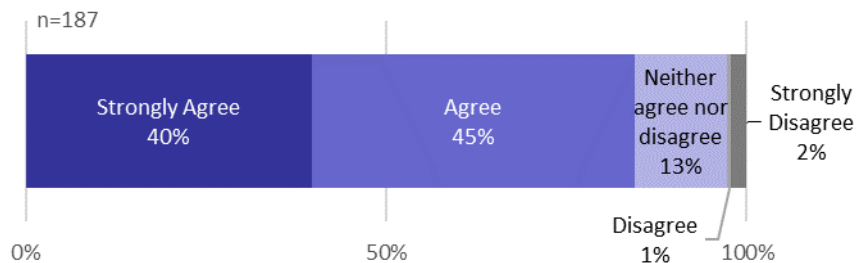
Comparison to Prior Years
Note. % Strongly Agree + % Agree
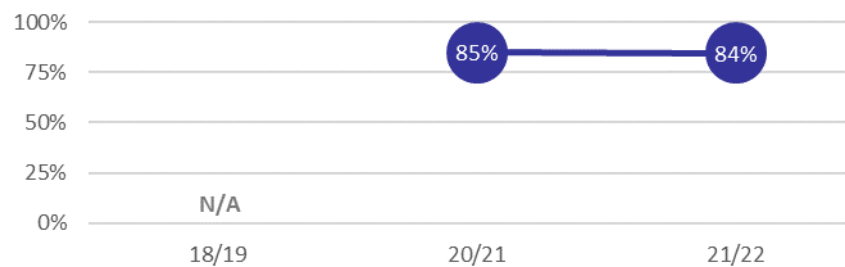
Comments:
- i haven't seen any evidence that they don't
- This question was poorly written.

9

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

■ Number of Respondents

Staff	Number of Respondents
Principal	118
School Counselor	113
Nurse	58
Clinician	45
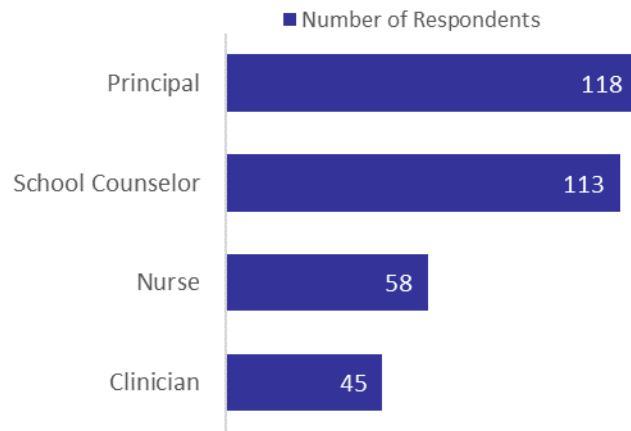
Comments:
- every staff
- I enjoy being at Skyview.
- just my teacher
- nurse is almost never present. as well as the principal.

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

n=187 (6th grade and up)

| Strongly Agree 34% | Agree 33% | Neither agree nor disagree 17% | Strongly Disagree 1% |

Disagree 5%

Comparison to Prior Years
Note. % Strongly Agree + % Agree

88% (20/21)
67% (21/22)
N/A (18/19)
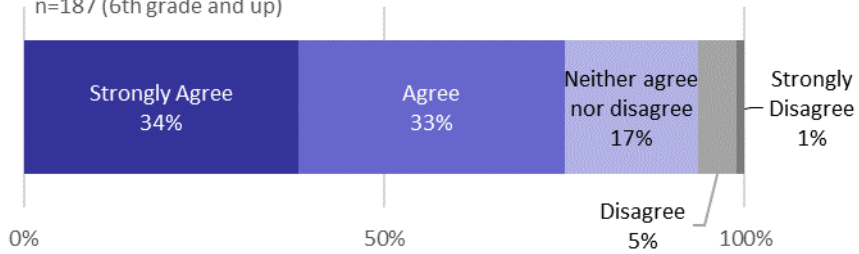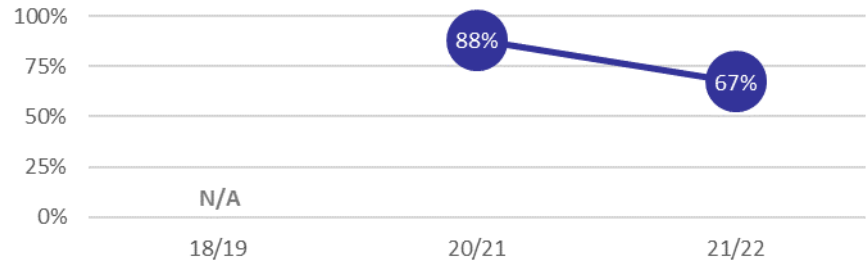
Comments:
- like before they did at one point.
- who is this asking about

ACCESS Student Feedback -
(ACCESS Juvenile Hall Schools)

2021-2022

Prepared by
Orange County Department of Education
Evaluation & Data Center

February 2022

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 7-week administration window; December 13, 2021 to January 31, 2022. Following standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 105 survey responses were received (N=105 students).

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

What school site do you attend?

■ Number of Respondents

School Site	Number of Respondents
Otto A. Fisher School	63
Rio Contiguo	31
Lyon	11
Central or North YRC (Youth Reporting Center)	0

Your grade level:

■ Number of Respondents

Grade	Number of Respondents
3rd	0
4th	0
5th	1
6th	0
7th	0
8th	2
9th	15
10th	27
11th	22
12th	19
I'm not sure	11
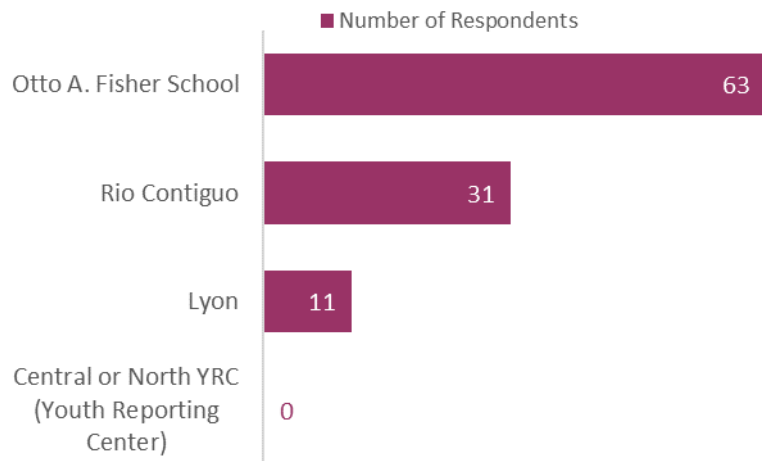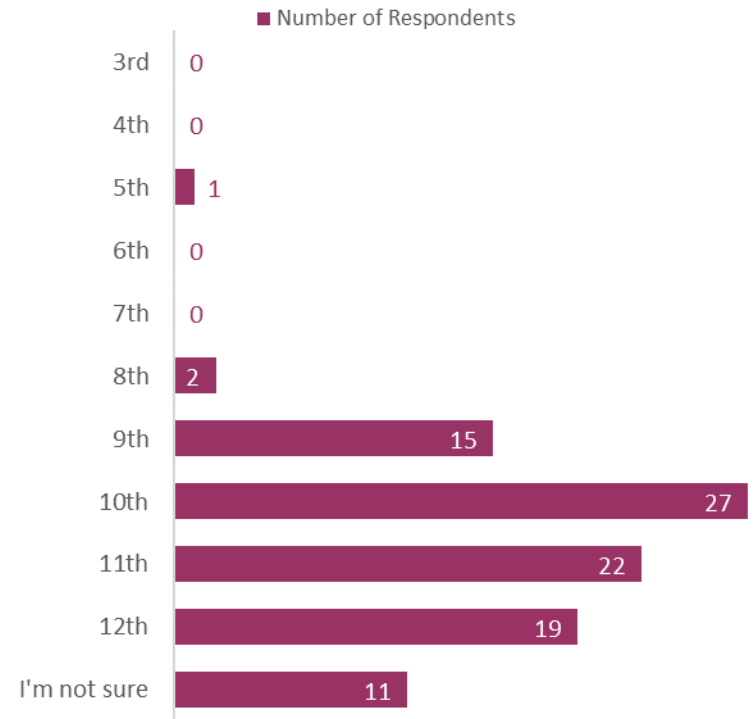
1. My school provides textbooks and learning tools to meet my educational needs.

n=99

| Strongly Agree 47% | Agree 22% | Neither agree nor disagree 20% | | Strongly Disagree 9% |

Disagree 1%

0%   50%   100%

Comparison to Prior Years
Note. % Strongly Agree + % Agree

61% (18/19)   83% (20/21)   70% (21/22)
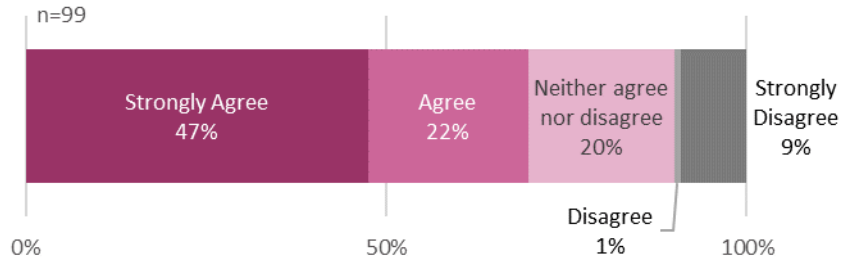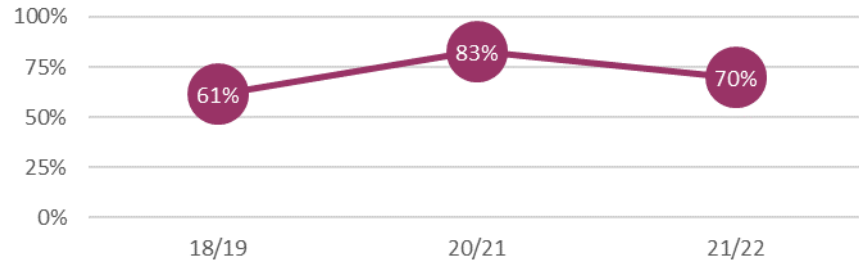
Comments:
- Dont even teach us our grade level
- I dont learn s**t here.
- i just wish we get more help with school work because i have IAP
- I need my needs
- I need real school
- Mr. Wines is the best.
- no textbooks
- school broke
- teachers and tutors give us help with educational needs
- They could do a lot more.

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

Bar chart — Number of Respondents:

- Printed school work: 80
- Textbooks: 72
- Information about my credit status: 60
- Laptop: 56
- Books for recreational reading: 55
- Help with my social-emotional needs: 29
- Other (please specify): 5
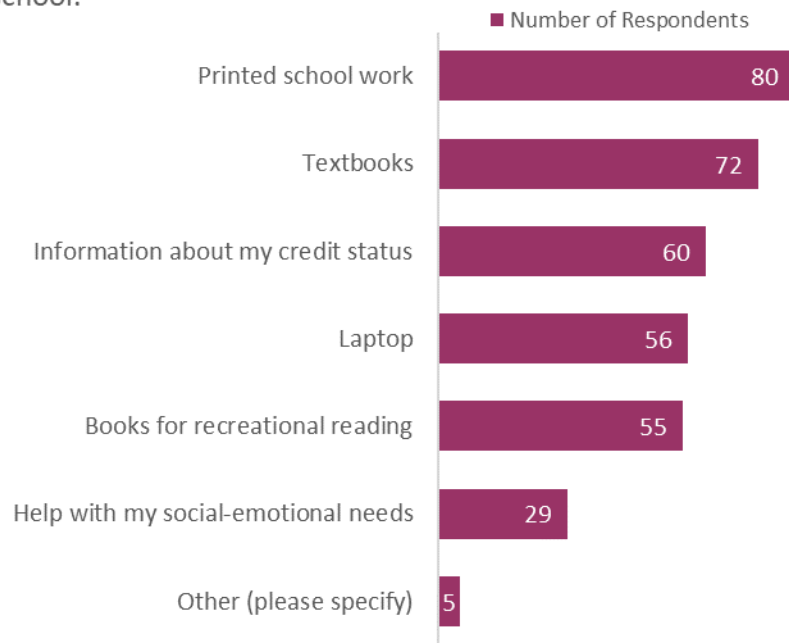
Write-in responses:
- Paper and pencil
- pencials
- piece of paper and pencil

Comments:
- everything is provided!
- i don't want write anymore but use laptop instead of writing
- i just want a chance to go home on acp and do school at yrc, at yrc i was actually learning new stuff.
- i would like to see about my credit scores
- Need more help and teachers that will sit with you and teach you so you understand
- None of that we usually just copy stuff
- Nothing has been provided to me, I've been here 30 days
- school does NOT tell me about y credit status to help me Graduate. NEEDS ALOT OF IMPROVEMENT
- school on zoom
- some of the items are not provided until we repeatedly ask.
- We would really like a cooking class!

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

n=98

| Strongly Agree 33% | Agree 28% | Neither agree nor disagree 22% | Strongly Disagree 15% |

Disagree 2%

0%   50%   100%

Comparison to Prior Years
Note. % Strongly Agree + % Agree

100%
75%
50%
25%
0%

N/A

18/19   20/21   21/22

60%   60%
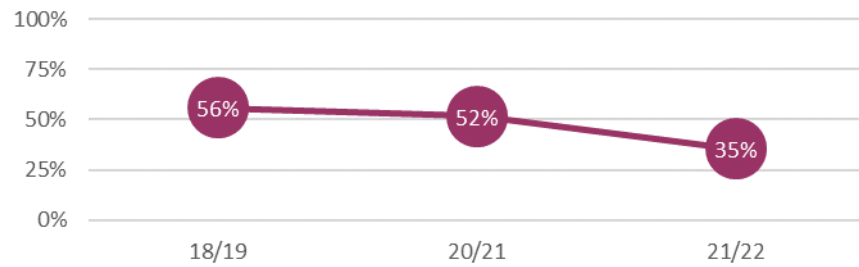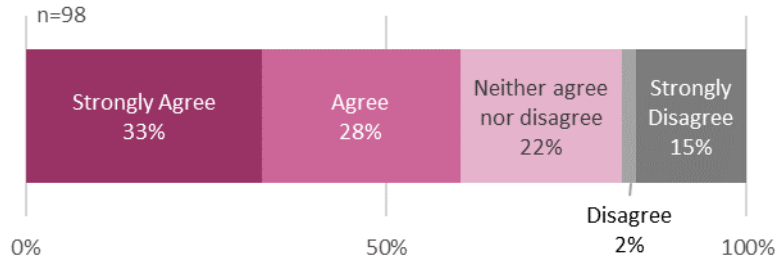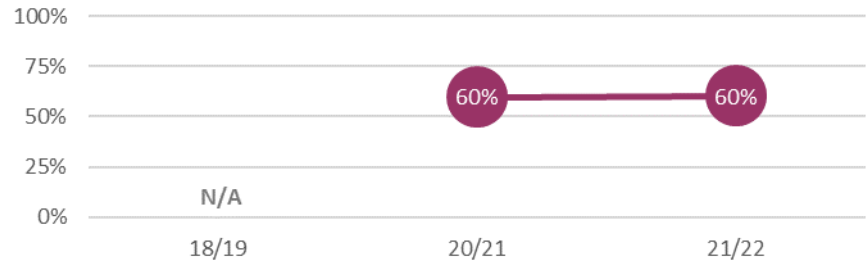
Comments:
- Not at all
- They do a good job at this.
- THEY DON'T CARE
- to do good

5. What can the school do that would help you better achieve your learning goals? (check all that apply)
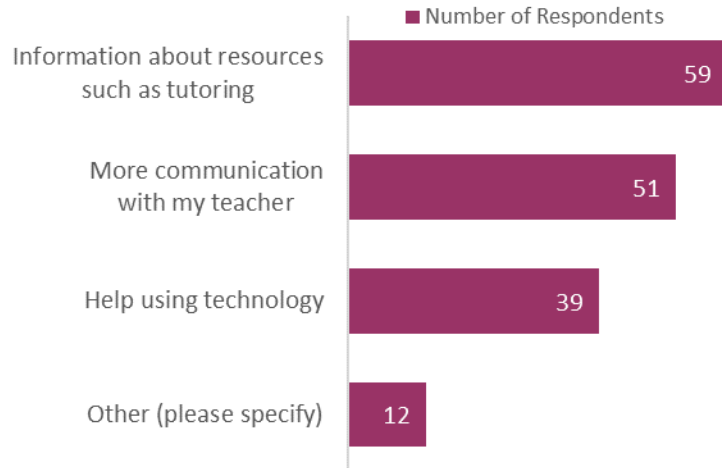
Write-in responses:
- 130 graduation
- actually teach, interesting topics! money
- credits to my next school when i get out
- culinary arts
- do culinary arts
- grade level work
- I don't know
- Laptop to complete schooling
- More learning on technology
- Using more computers

Comments:
- books specificly for the careers we want to do
- can we get some computor
- credits
- help me have a plan when i get out, about getting a job or other successful goals
- Help us learn what we're doing talk about what's right about what we tryna learn
- I'm in quarantine and no one wants to give me school work.
- Mr Wilson needs to teach us not have us guess stuff we don't know
- school on zoom

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

n=103

| Strongly Agree 35% | Agree 18% | Neither agree nor disagree 28% | Disagree 10% | Strongly Disagree 9% |

Comparison to Prior Years

Note. % Strongly Agree + % Agree

76% (20/21) → 53% (21/22); N/A (18/19)
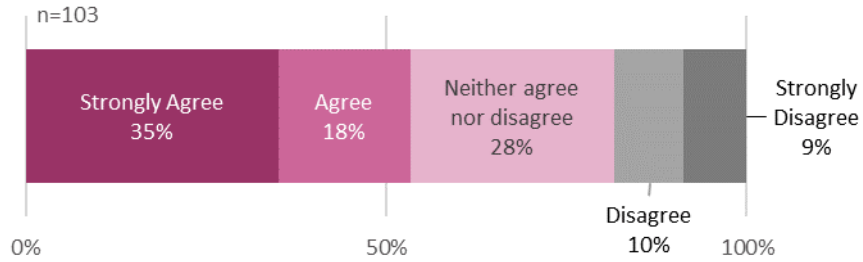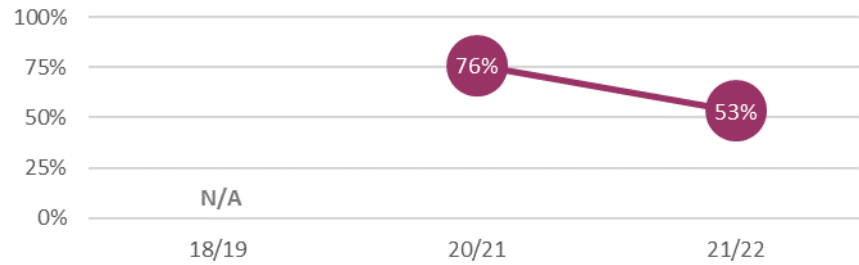
Comments:
- teachers show us how the information works with examples and videos
- they just give us the answers here
- to learn
- When we get special volunteers to learn new things such as music and poetry and about life, like with coach

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

n=98

Strongly Agree 41% | Agree 16% | Neither agree nor disagree 26% | Disagree 8% | Strongly Disagree 9%

Comparison to Prior Years
Note. % Strongly Agree + % Agree

18/19: N/A
20/21: 73%
21/22: 57%
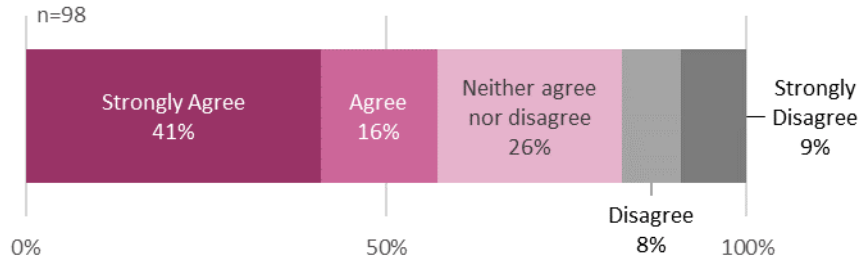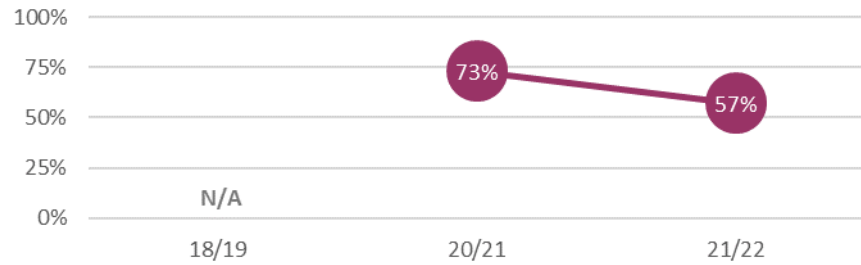
Comments:
- i don't know what that is
- to help me
- we have to respect everyone at school and not make jokes about people

9

8. I am familiar with the following staff at my school.
(check all that apply)
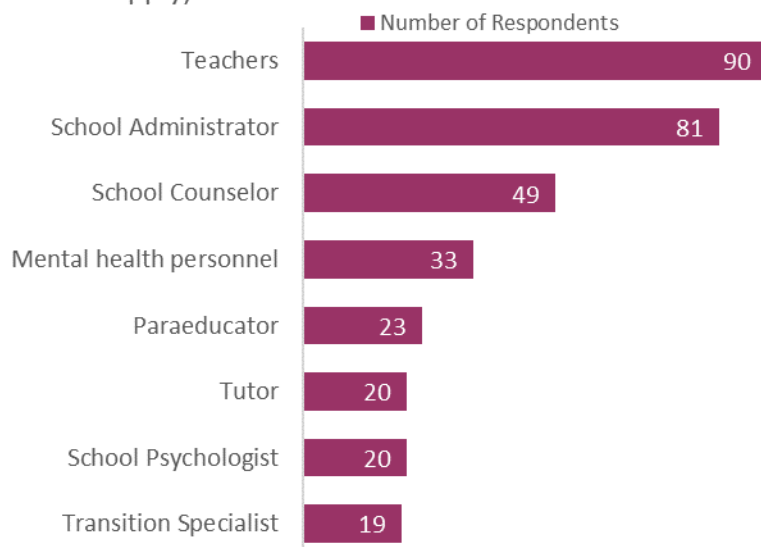
Comments:
- i am not familiar with anyone i met the last time i was here doing schooling at the halls
- i haven't met the rest of them
- I need school counselor to talk to I also really need to talk to the SCHOOL ADMINISTRATOR
- i need skool
- Project Kinship
- school on zoom
- The staff helps a lot too especially Miss Caracheo!! Give her a raise!!
- They don't even talk to us Zoom

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

n=89 (6th grade and up)

| Strongly Agree 33% | Agree 22% | Neither agree nor disagree 26% | | Strongly Disagree 11% |

Disagree 8%

0%   50%   100%

Comparison to Prior Years
Note. % Strongly Agree + % Agree

52% (18/19)   75% (20/21)   55% (21/22)
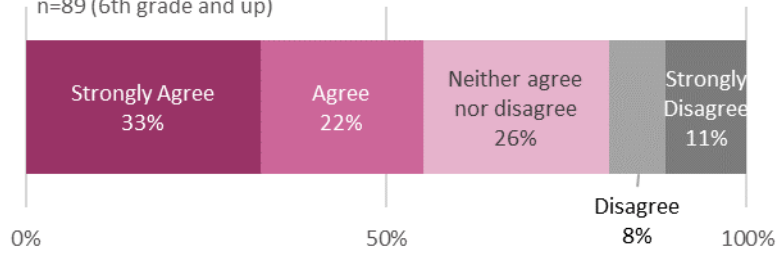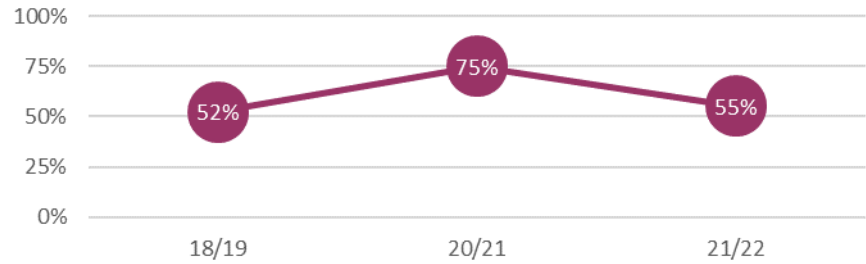
Comments:
- get a job
- Never help me always told I wasn't gonna be nun. Ima be someone in life I see myself living good
- NOT AT ALL
- Not at all lol
- they want me to go to community college or job training
- We just learn the basics but it would be great if we learned more about career choices.

ACCESS Instructional Staff Feedback | 2021-2022

Prepared by
Orange County Department of Education
Evaluation & Data Center

February 2022

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 7-week administration window; December 13, 2021 to January 31, 2022. Following standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 87 survey responses were received (N=87 instructional staff).

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

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

n=87

| Strongly Agree 41% | Agree 46% | Neither agree nor disagree 10% | Disagree 2% |

0%   50%   100%

Comparison to Prior Years
Note. % Strongly Agree + % Agree

100%

75%

50%

25%   N/A

0%

18/19   20/21 (97%)   21/22 (87%)
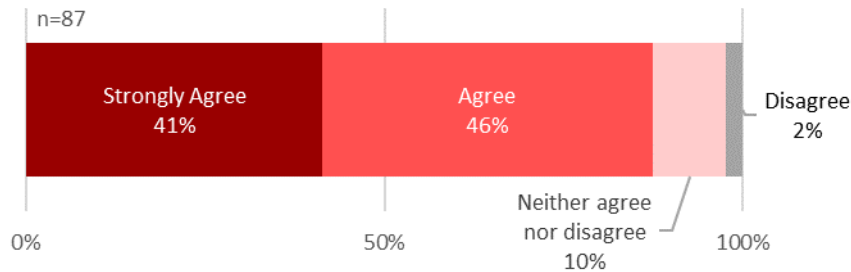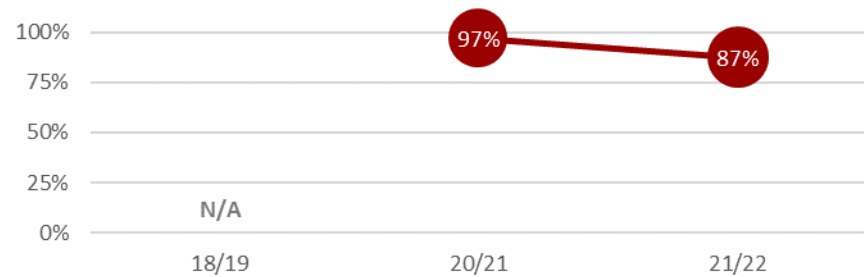
Comments:
- ACCESS has lacked any type of leadership for the last 10 years. Our leadership team needs to tell us where ACCESS is, what is being done to improve our program, how these improvements are going to be implemented and we need our leadership team leading the charge! Last week's All-Staff was a joke!
- ACCESS is not clear on goal of program.
- I am aware of them, however, they do not seem to be aligned with the realities of whom we serve. For example, how can we lead the nation or have our students college ready without A-G course offerings? Just one example.
- I don't think we are following them very well.
- I understand the mission, but struggle to provide a world class education where our students can compete when I have kids sleeping in tents, are actively being abused, etc. I know what the mission state, but how can it be realized with the struggles our students' face.
- The mission is not posted in a visible space at my school site and it can be difficult to remember.
- We need to develop a plan to interact and serve our districts, providing the support needed to students that the district is not capable of.
- With Vern Burton as AS, I feel our mission/value statement has the best chance yet to be embodied where it counts: the classroom

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

n=87

Strongly Agree 61%

Agree 34%

Strongly Disagree 1%

Neither agree nor disagree 3%

0%   50%   100%

Comparison to Prior Years

Note. % Strongly Agree + % Agree

100%

75%

50%

25%

0%

N/A

94%   95%

18/19   20/21   21/22
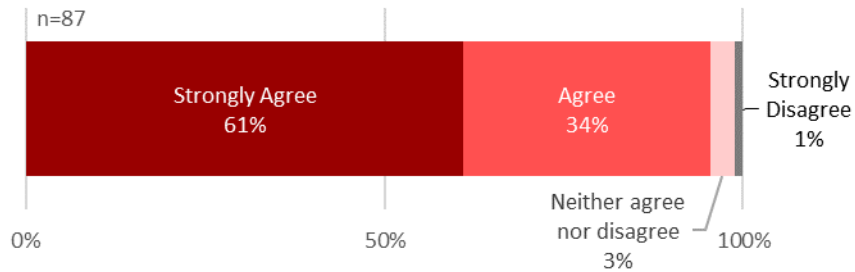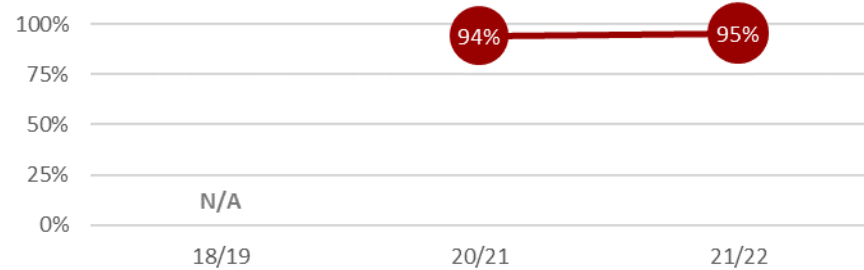
Comments:
- I know we say we do, but I have seen and overheard words from colleagues that say otherwise. I'm not sure what programs or policies we have in place that address cultural diversity and inclusion within our ACCESS sites.
- I serve students across many sites - some schools are more supportive of values than others
- we have teachers that constantly say negative things about our Spanish speaking community. Teachers that don't want interpreters to translate information to parents because they say that they live in the United States and need to learn English
- We need language support in all of the classrooms around our sites, not just the ones near central OC. Get resources to all of our areas!
- What's the purpose of this question?

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

n=87

| Strongly Agree 47% | Agree 39% | Neither agree nor disagree 8% | Disagree 3% | Strongly Disagree 2% |

0%   50%   100%

Comparison to Prior Years

Note. % Strongly Agree + % Agree

60% (18/19)   93% (20/21)   86% (21/22)
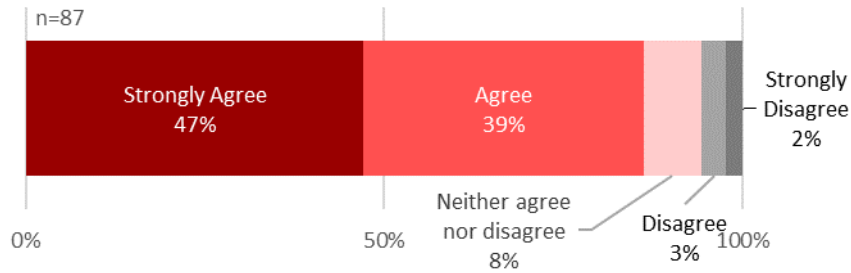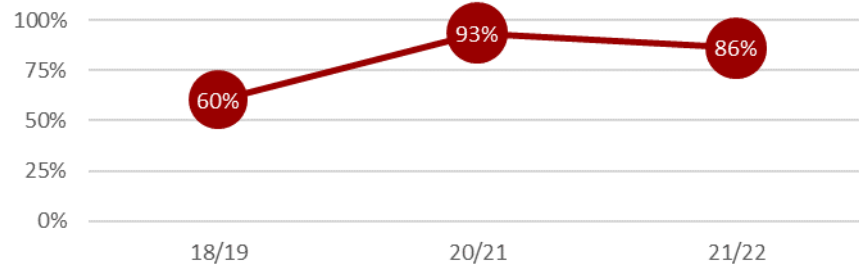
Comments:

- Admin are not always on site, but they tend to be readily available for assistance. I would encourage our site liaisons to be more available when admin are not... they tend to be less involved and want to pass the torch when challenges do occur.
- Covid uncertainty can create unforseen circumstances, therefore lack of support is unintentional
- Even during COVID spikes, alternatives to "distance learning" are of critical importance.
- I do not feel comfortable asking for help due to the politics these days.
- Kirk is the BEST at supporting teacher/classroom/student daily needs
- Many help but a shout out to our Clinician David Saldana who quickly provides interventions to distressed students with personal or behavior issues that abruptly transpire. He makes an impact at HLC with his circles and caring student support.
- More tutors/tutoring hours would be nice.
- we used to have sped para educators that worked with sped students however this has changed. I don't see SPED paras coming in to work with the students.
- Yes, I would agree however I believe we can do much better job by developing concrete systems to respond to common events.

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

n=87

| Strongly Agree 56% | Agree 32% | Neither agree nor disagree 7% | Disagree 5% |
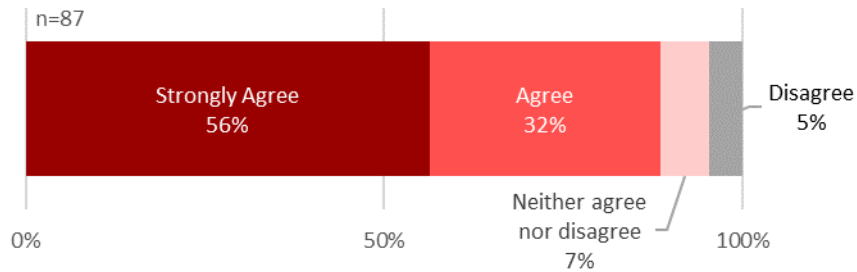
Comparison to Prior Years
Note. % Strongly Agree + % Agree
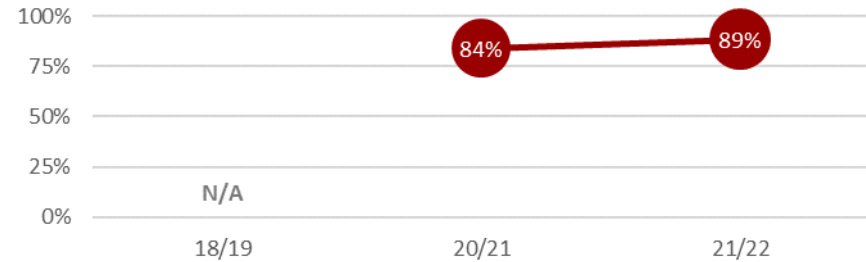
Comments:

- It was stronger support last year with monthly newsletters.
- Morale is very important, but fads that tend to be one-size-fits-all (e.g. Orange Frog) are wasteful, in my opinion. How can we support diversity among students, but promote uniformity among staff.
- NEW NORM: Zoom MUST always be an option for staff to attend ALL meetings and ALL trainings. This respects staff professional time, carbon footprint, health & welfare. All Staff training within Area, and then together with other Areas to collaborate best practices for sharing students.
- Sometimes our clinicians are outstanding, sometimes they are difficult to reach, and don't provide the level of support our staff and students need, but overall, I am very happy with our support staff.
- the resource is there but I wish there was something more concrete for asking for help or for getting therapy.
- This is an area in which I really would like to expand our understanding and develop a better system of support within our program to envelope families and students to develop deep awareness and active pursuit to treating mental illness

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

n=87

Strongly Agree 53%
Agree 31%
Neither agree nor disagree 8%
Disagree 6%
Strongly Disagree 1%

0%   50%   100%

Comparison to Prior Years
Note. % Strongly Agree + % Agree

100%
75%
50%
25%
0%

18/19 73%
20/21 90%
21/22 85%
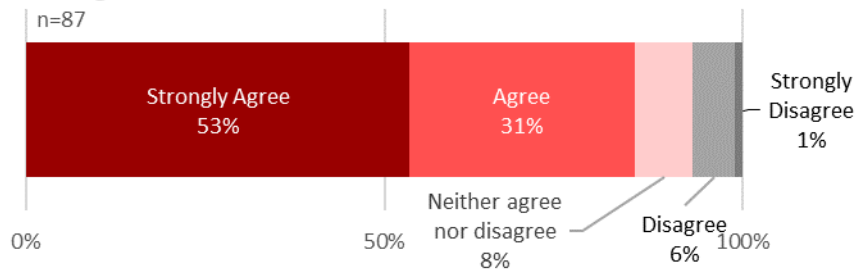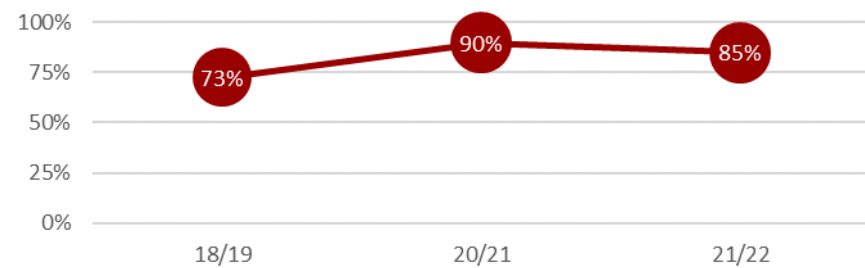
Comments:

- I am always interested in expansion of my professional development to help make our department the envy of the entire globe when it comes to educating students and developing strong community bonds
- I have been asking for opportunities to train in a different capacity so that I can help. I also wouldn't mind working for people that are out. I also don't know about our educational opportunities, and would love to go to a meeting that explains what opportunities the district offers for us
- Last Week's All-Staff was joke! Our program is in decline and you are pushing Positive Psychology? Want to make me happy? Tell me I will have a job in 5 years here at ACCESS! Our Leadership is out of touch with it's staff!
- Most professional development trainings provide little of value/use to an actual teacher.
- Teachers/paras must choose their own professional development training because they are the professionals that know what their
- There could be more support with this. In recent years because of Covid, there doesn't seem to be as much. Sometimes I miss the many workshops we had, even though it took us away from time with the students here and there.

6. How would you rate the following professional development opportunities?
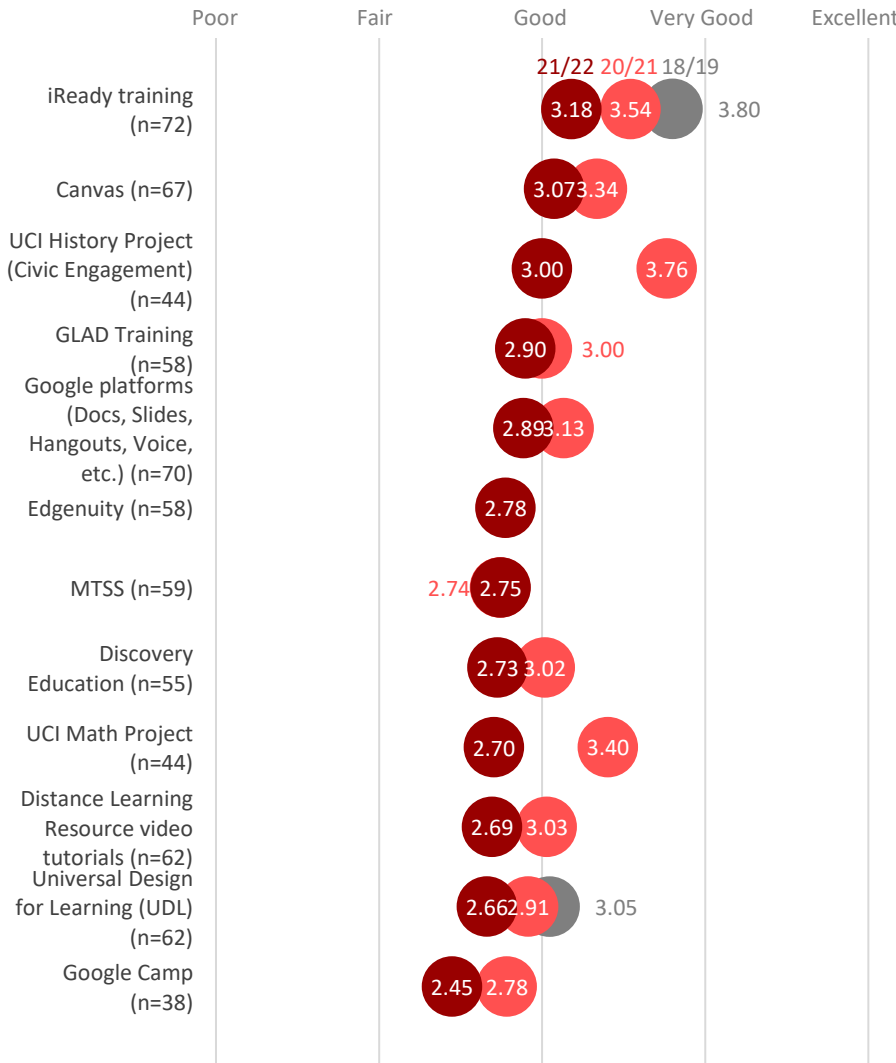
	Poor	Fair	Good	Very Good	Excellent

iReady training (n=72): 21/22 3.18, 20/21 3.54, 18/19 3.80
Canvas (n=67): 3.07 3.34
UCI History Project (Civic Engagement) (n=44): 3.00 3.76
GLAD Training (n=58): 2.90 3.00
Google platforms (Docs, Slides, Hangouts, Voice, etc.) (n=70): 2.89 3.13
Edgenuity (n=58): 2.78
MTSS (n=59): 2.74 2.75
Discovery Education (n=55): 2.73 3.02
UCI Math Project (n=44): 2.70 3.40
Distance Learning Resource video tutorials (n=62): 2.69 3.03
Universal Design for Learning (UDL) (n=62): 2.66 2.91 3.05
Google Camp (n=38): 2.45 2.78

Comments:
- All good tools, but to be sustainable and relevant, monthly training is needed - for every tool the dept subscribes to. If teachers don't have PLC time built into the contract day, tools cannot be developed to fit the needs of the learning communities they serve.
- I don't use most of these platforms
- I responded in consideration of the training/professional development I've had over the last 2 years. If the momentum of the years previous had continued, I would have responded differently. Since I work at a site that partners with another organization, I am considering what they provide as well.
- I would like more training opportunities on curriculum and technology based teaching resources.
- I would like to attend Google camp to google platforms
- PD subject matter, time (during contract hours) & frequency(monthly training)must be chosen by tchrs. Tchrs must decide the tool/platform is meaningful/adaptable, or it won't be used well. How is this accomplished: by classrm tchrs teaching classrm tchrs
- Some of these I have not had training on in over 10yrs. GLAD? Google Camp? been a long time. Google Platforms....never been trained. Self taught out of necessity.
- We say that we respect diversity, yet we push "universal design for learning!" How about diverse design for learning.
- You need to have a curriculum that is designed for our student population. Forget about if the curriculum meets State standards, our population doesn't meet State standards! Give us something that is designed for lower level students that can elevate them to meeting the State standards.

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

n=79

	Most Useful (1st or 2nd)	3rd or 4th	5th or 6th	Least Useful (7th or 8th)
Google	56	13	7	4
iReady assessments	45	20	11	4
Canvas	24	35	18	3
Edgenuity	21	22	13	24
Guided Language Acquisition and Development (GLAD)	6	33	31	10
Max Scholar intervention tool	1	21	37	21
UCI Math Project and math manipulatives	3	13	36	28
Other (please specify)	4	3	7	65
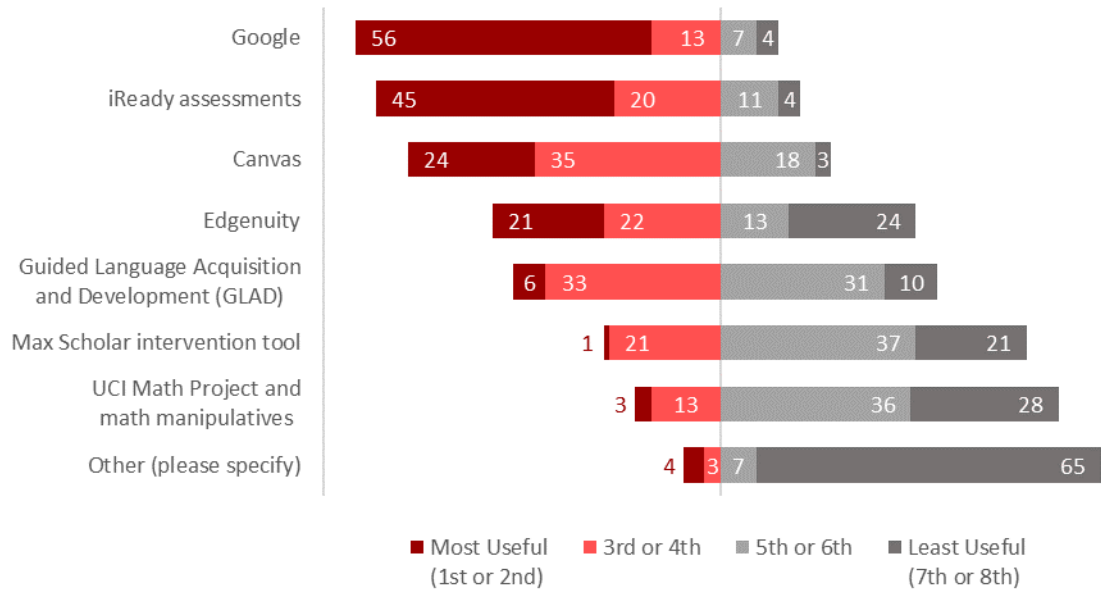
Write-in responses:
- ACE and Constructed Meaning
- Anything over Max Scholar..look at the research
- Discovery
- Discovery
- I do not use any of these
- khan academy/Discover
- Lexia
- MELD, ACE, UCI History
- NGPF.org
- Novels
- only 1-3 [Google, iReady assessments, and Max Scholar intervention tool]
- TPT

Comments:
- All good tools, but to be sustainable and relevant, monthly training is needed - for every tool the dept subscribes to. If teachers don't have PLC time built into the contract day, tools cannot be developed to fit the needs of the learning communities they serve.
- Don't know much about the other resources after #3
- GLAD has merit, but it seems to have become a tail wagging the ACCESS dog.
- Google is a terrible platform
- I don't use most of those.
- I have not been trained in Max Scholar but would be interested in learning about it. I have not attended the UCI Math Project and it has been years since we have had a GLAD training. I found GLAD useful at the time of training.
- I have not used Max Scholar intervention tool
- I only use the top four [Google, iReady assessments, Max Scholar intervention tool, and Canvas]
- The transient roster I carry In in North Orange County face circumstancial technology challenges :Lost/stolen devices, chargers, hotspots, or combination thereof. I find that the paper pencil versions of MELD and ACE alleviate this concern.

ACCESS Non-Instructional Staff Feedback | 2021-2022

Prepared by
Orange County Department of Education
Evaluation & Data Center

February 2022

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 7-week administration window; December 13, 2021 to January 31, 2022. Following standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 73 survey responses were received (N=73 non-instructional staff).

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

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

n=73

Strongly Agree 38%	Agree 55%

Neither agree nor disagree 3%

Disagree 4%

Comparison to Prior Years

Note. % Strongly Agree + % Agree

	18/19	20/21	21/22
	88%	91%	93%
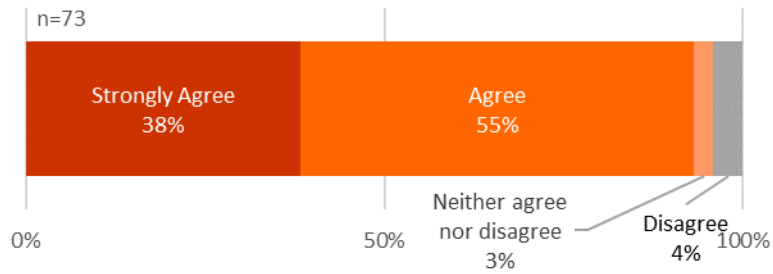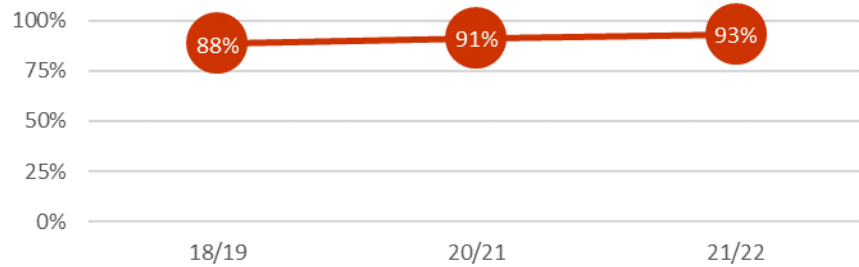
Comments:
- I am aware of the documents and we reviewed in ALL ACCESS & in Staff meetings, but do I agree/disagree that OCDE Admin, Staff, and personnel believe in the words & are able to do the action necessary to achieve is another thing. Has A-Cab and other higher ups given access to what we need to achieve?
- Lack of communication regarding our future direction.
- The vision "to lead the nation in college and career readiness" is not being met according to the California State Indicator.

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

n=73

| Strongly Agree 47% | Agree 41% | Neither agree nor disagree 8% | Disagree 4% |

0%   50%   100%

Comparison to Prior Years
Note. % Strongly Agree + % Agree

85% (20/21), 88% (21/22), N/A (18/19)
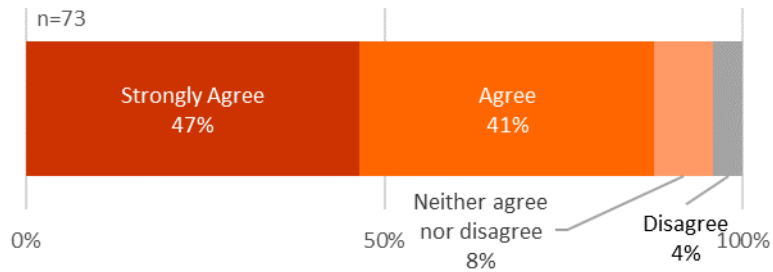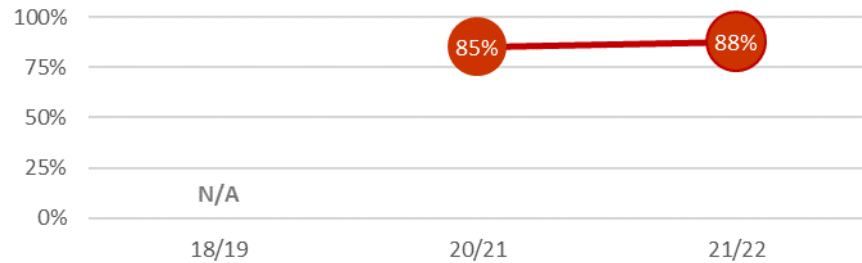
Comments:
- I think my workplace supports the idea of cultural diversity and inclusion, but does not play an active role in integrating it in our classroom or school culture.
- I would like to see more diversity within the teaching staff as well as guest speakers within the years to come. Representation is important.
- Little to no show of valuing cultural diversity. Absolutely no support or inclusion for LGBTQA+ employees
- Sunburst is a really GREAT place to work. Principal and military staff are a tremendous value to OCDE.

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

n=73

| Strongly Agree 37% | Agree 34% | Neither agree nor disagree 15% | | Strongly Disagree 4% |

Disagree 10%

0%   50%   100%

Comparison to Prior Years
Note. % Strongly Agree + % Agree

100%
75%   77%   71%
50%
25%
0%   N/A
            18/19   20/21   21/22
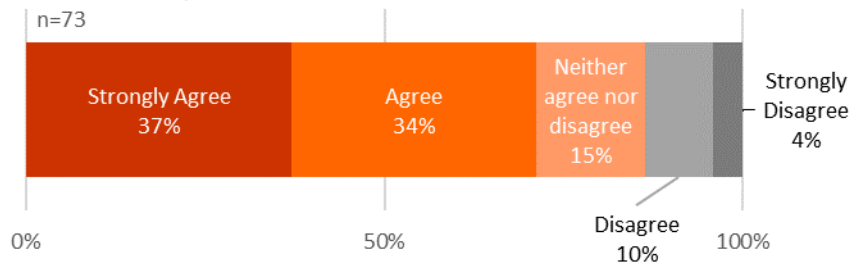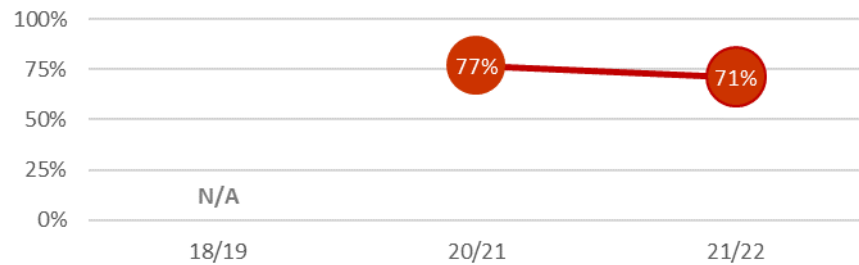
Comments:
- Headspace is not the be all end all that OCDE pushes it as. Frowns on using sick days for "mental health / burn out days" (these should be treated as valid excuses esp. during these hyper-stressful covid days
- I hear a lot of support for mental health services and know that it is readily available. I don't think the importance is reflected in the classroom. EX: teachers ask for students to be removed from class or being switched classes if they are "zoned out" or struggling with outside envir. stressors.
- Machele Kilgore is very proactive regarding the needs her staff.
- OCDE does not really care. OCDE does send emails about Self Care and other good ways to soothe our souls, BUT we work with some REALLY BAD staff (bad character people, bad workers) so the Mental Health of the good, hard working workers goes unchecked each day we come to work and try to be good.
- We look out for each other. But the workplace as an institution? No.

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

n=73

| Strongly Agree 44% | Agree 47% | | Strongly Disagree 3% |

Neither agree nor disagree 7%

0%   50%   100%

Comparison to Prior Years

Note. % Strongly Agree + % Agree

100%

75%

50%

25%

0%

N/A

88% ——— 90%

18/19   20/21   21/22
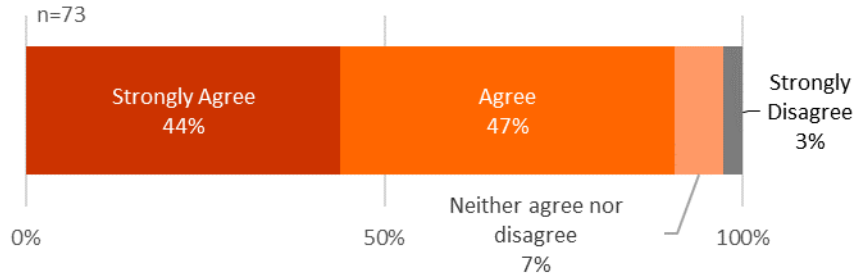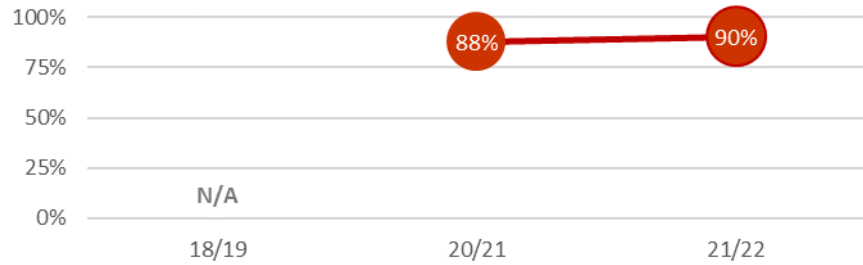
Comments:

- I work hard. I care. I want to be better, do more, help more…. BUT higher ups don't value hard workers in the trenches. Don't punish those who make it harder on the others. Too many staff are "hurting" the students and no one cares about that "damage" on students.

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

n=73

| Strongly Agree 58% | Agree 23% | | Disagree 11% | Strongly Disagree 3% |

Neither agree nor disagree 5%

Comparison to Prior Years

Note. % Strongly Agree + % Agree

18/19: N/A
20/21: 82%
21/22: 81%
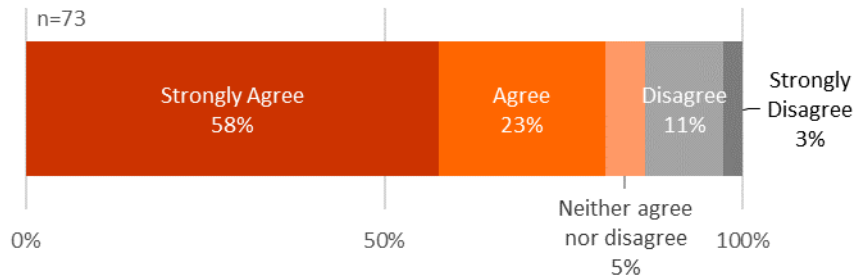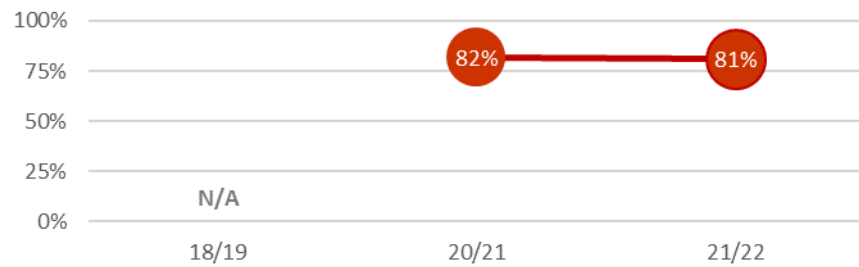
Comments:
- Any concern is shut down with a "Should we talk to HR?" or "This is how it is because I say so"
- I am not afraid to schedule time to speak to principals, directors, or anyone higher up who wants to hear some of the issues.
- I have brought up a lot of concerns and they are often well received. However, there's little action to follow up after that which is sometimes discouraging.
- Kirk is the most supportive supervisor I have ever worked for/with
- Machele has an open door policy & if off campus we can call her at any time. She is totally a hands on principal.

6. I am receiving support in my professional development.

n=73

| Strongly Agree 29% | Agree 32% | Neither agree nor disagree 23% | | Strongly Disagree 7% |

0%   50%   100%

Disagree 10%
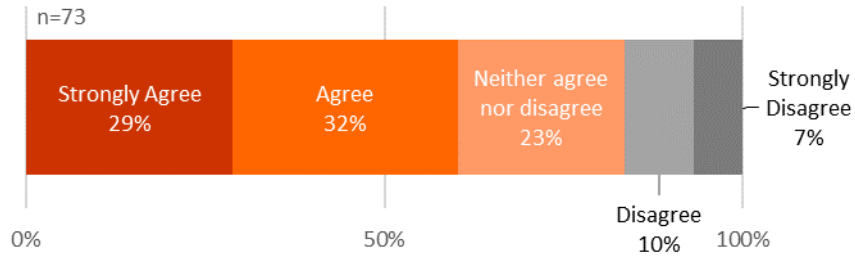
Comparison to Prior Years
Note. % Strongly Agree + % Agree
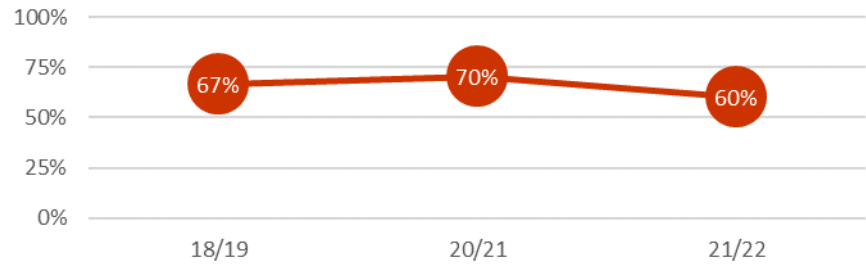
Comments:
- Taking this job has destroyed any chance I had of a future career. ACCESS is purgatory.
- Too many lame PD and we need to realize less than 25% of all trainings are actually being implemented.

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

■ Number of Respondents

Area	Number of Respondents
Google platform (Docs, Slides, etc.)	29
Microsoft Suite (Word, Excel, PowerPoint, etc.)	23
Retirement	21
Digital creativity (creating fliers, pamphlets, presentations, etc.)	17
Social-Emotional resources	16
Employee benefits	16
Microsoft Outlook	11
Data Visualization	10
Qualtrics Analytics (develop online surveys)	7
Zoom/Webex (videoconferencing)	7
Time management skills	4
Customer service	3
Other (please specify)	3

Write-in responses:
- ACADEMIC SUPPORT
- Along social-emotional level, I think we need support on how to talk and work with students who have triggers, say they are triggered, anxiety, etc. How do we still push the students to be academically stronger at the same time honoring their tough days.
- Need a program or way to help employees move into better/higher positions

Comments:
- I feel that there is no pathway to higher positions, it seems its only who you know and the connections you make rather than becoming more qualified for positions through education or training.
- I would like help in google platform but not by zoom which makes it very confusing am lost the majority of the time. Morning session will be much better as well than afternoon.
- If these services are offered please schedule them in person because I am a visual/hands on person and zooming will not work for me. It would also be great if classes were smaller setting and during morning work hours due to after work rush traffic for me.
- It is always good to learn more information about our programs on the computer.
- OCDE has declined once it became a top-down organization with little to no interaction with administration. The emphasis has changed and the feel good stuff is not improving the educational drive to excellence. More supervision, training and administration involvement is needed to build a stronger
- Thank you for asking

Division of Special Education Services

Parent Feedback

2021-2022

Prepared by
Orange County Department of Education
Evaluation & Data Center

February 2022

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 7-week administration window; December 13, 2021 to January 31, 2022. Following standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 58 survey responses were received (N=58 parents).

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

What school site does your child attend?

■ Number of Respondents

School Site	Number of Respondents
Mann	20
Knott ELC	2
Harbor Learning Center	3
Hillview	0
Trident	5
Golden West College Adult Transition Program	0
Reilly Special Classes	3
Newhart	2
Mission Viejo High School	10
Irvine High School	3
Saddleback College Adult Transition Program	1
Venado Middle School	0
University High School	9
Orange Coast College Adult Transition Program	0

My child's grade level:

■ Number of Respondents

Grade Level	Number of Respondents
Kindergarten	3
1st	2
2nd	1
3rd	0
4th	4
5th	5
6th	3
7th	1
8th	3
9th	7
10th	3
11th	6
12th	5
I'm not sure	11

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

n=58

Strongly Agree 36%	Agree 47%	Neither agree nor disagree 14%	

Disagree 3%

0%   50%   100%
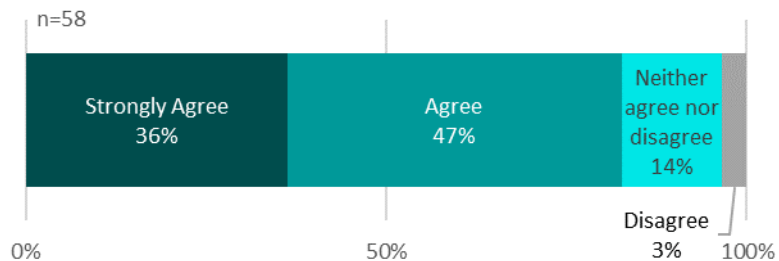
Comparison to 20/21
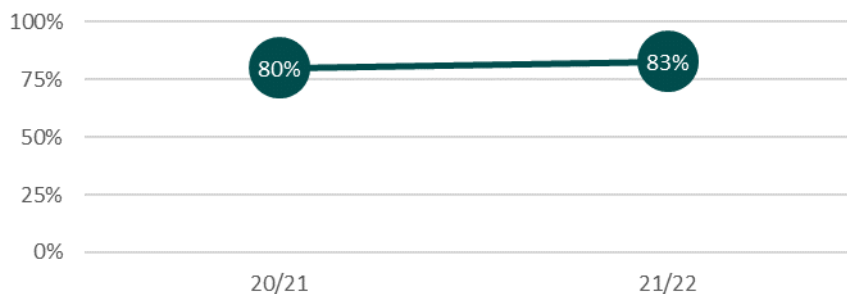
Comments:
- Amending goals as his health, vision, has changed. He's now blind.
- I love my daughter's teacher Kristin Bartus. I love the activities she plans and their time in the community. I love the outdoor area , garden reading swing and PT/ Ot swing. I love the principal Renee Perkins and I think the specialists are very qualified and caring. I especially love Patti McLaug
- I see very minimal progress at home. His reports from school says he is not reaching many of his goals.
- In only 30days my son has learned so much I am grateful for his teacher and every staff member that works with him
- My IEP team is the best! I am so proud!
- My son has made more progress at OCDE in a year than he has made in seven years in a previous district.
- Nice school and nice people
- Thank you!
- The goals just began this month. It's too soon to know.

2. I have discussed my child's education with his/her teacher.
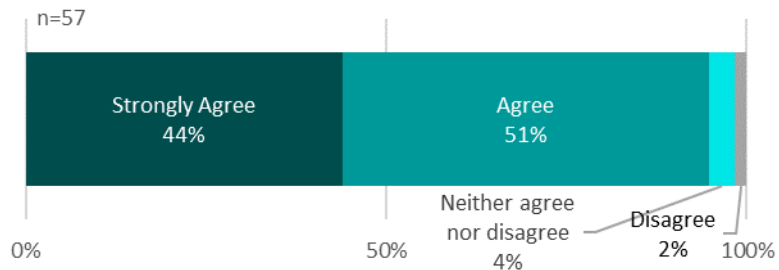
n=57

| Strongly Agree 44% | Agree 51% | | |

Neither agree nor disagree 4%

Disagree 2%

0%   50%   100%

Comparison to 20/21

95% (20/21)   95% (21/22)

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

n=58

| Strongly Agree 60% | Agree 33% | | |

Disagree 3%

Neither agree nor disagree 3%

0%   50%   100%
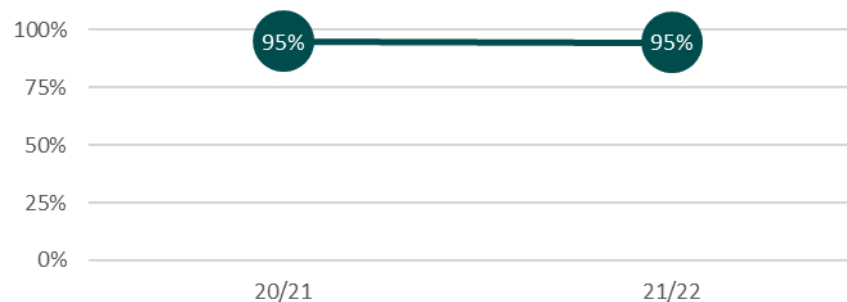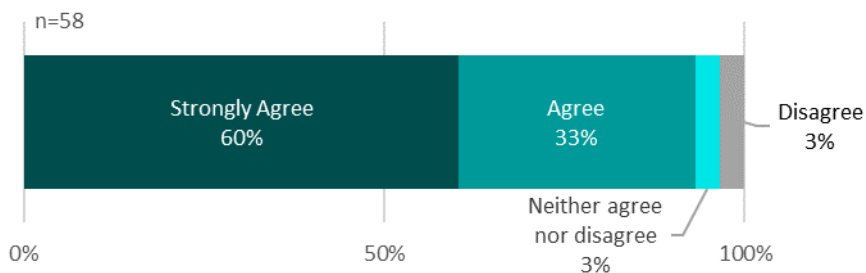
Comments:
- I feel that at times the principal has a unprofessional attitude towards my concerns.
- Mostly time they not have communicated with all departments...
- The Staff at Trident go above and beyond to support my child's needs and communicate with us.
- The teacher and school communicate daily and provide opportunities for parents to share about their child.
- This school is Amazing!
- Very professional and helpful

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.	33
...regarding my child's progress towards IEP goals.	27
...regarding my child's behavior in school.	24
...regarding my child's academic progress.	21
...regarding family engagement opportunities at the school.	17
...regarding my child's local assessments.	16
...regarding who to contact at the school when I have questions.	14
...regarding my child's progress toward earning a diploma/ certificate of completion.	12
...regarding my child's attendance at school.	10
Other (please specify)	6
...in my primary language.	5

Write-in responses:
- Communication coming from school is on point
- I feel that the communication is just right
- More in depth communication about his whole school day in general.
- Please communicate with me everything and times if anything changes not just let me called to find out last minute.. thanks
- The staff at harbor learning center is great at communicating with me re my son.
- The Trident Team are all great at communicating with my son's home team.

Comments:
- I love this year we are using FAMILY app the communication with my son's teacher is fast and better.
- None everything is perfect!
- Sometimes I feel many things are not being told to me. He displays many behaviors at home that is questionable and I wonder if he does it at school

4. Communication from the school is timely and consistent.

n=58

| Strongly Agree 47% | Agree 36% | Neither agree nor disagree 16% | Strongly Disagree 2% |

0%   50%   100%

Comparison to 20/21

88%   83%

100%

75%

50%

25%

0%

20/21   21/22
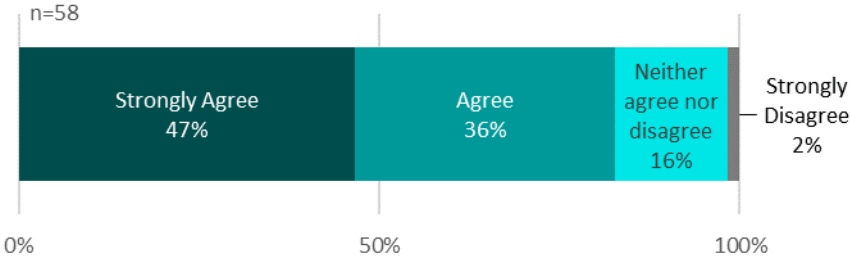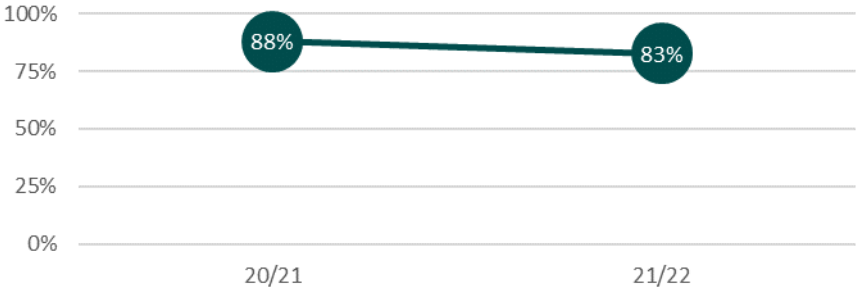
Comments:
- Not really
- Notices of important issues many times are late or I find out later

5. What topics would you like to see incorporated into parent workshops? (check all that apply))
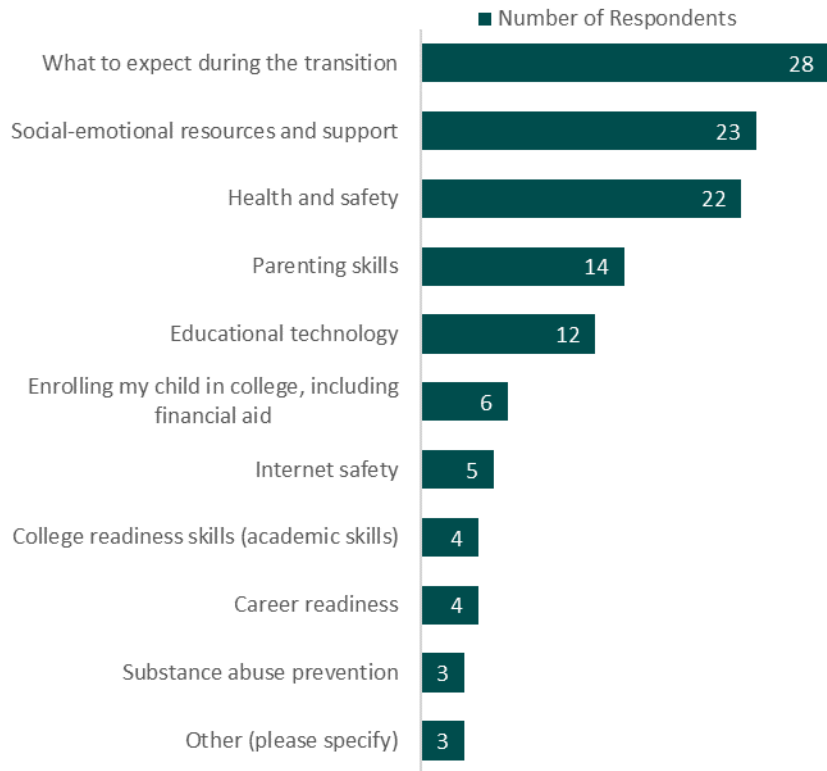
Write-in responses:
- conservatorship assistance
- Day program post graduate info

Comments:
- In person or online

■ Number of Respondents

Topic	Number of Respondents
What to expect during the transition	28
Social-emotional resources and support	23
Health and safety	22
Parenting skills	14
Educational technology	12
Enrolling my child in college, including financial aid	6
Internet safety	5
College readiness skills (academic skills)	4
Career readiness	4
Substance abuse prevention	3
Other (please specify)	3

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

n=57

Online with a presenter 53%	In-person with a presenter 26%	On-demand online/Go at my own pace 21%

0%   50%   100%

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

n=57

| Strongly Agree 46% | Agree 44% | Neither agree nor disagree 11% |

0%   50%   100%

Comparison to 20/21

83% (20/21) → 89% (21/22)

Comments:
- Good
- I see that Trident respects and values all students.

---

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

n=58

| Strongly Agree 45% | Agree 38% | Neither agree nor disagree 17% |

0%   50%   100%

Comparison to 20/21

83% (20/21) → 83% (21/22)
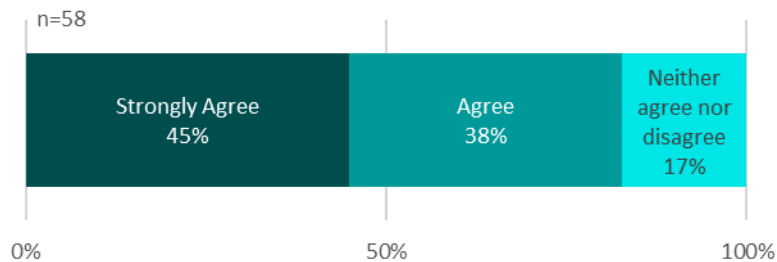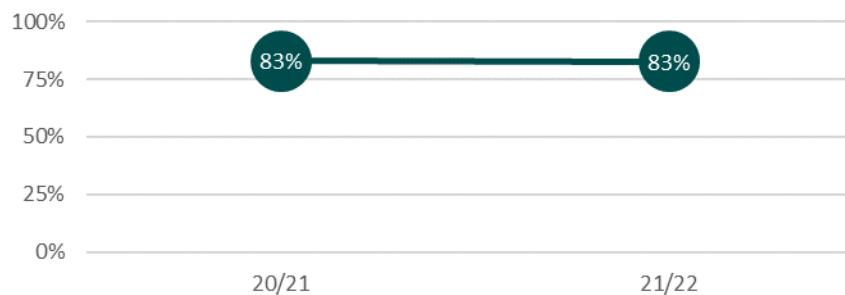
Comments:
- I love the connections created between my student her teacher aides and specialists
- Not enough information to judge
- The classroom and school staff provide me with information about him that match what I see at home too. This shows me that they are in tune with my son and know him well to determine how he is feeling and what he needs each day.

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

n=58

| Strongly Agree 48% | Agree 45% | Disagree 2% |

Neither agree nor disagree 5%

0%   50%   100%

Comparison to 20/21

90%   93%

20/21   21/22
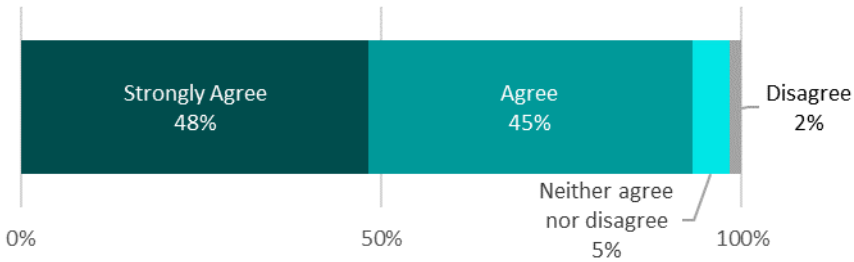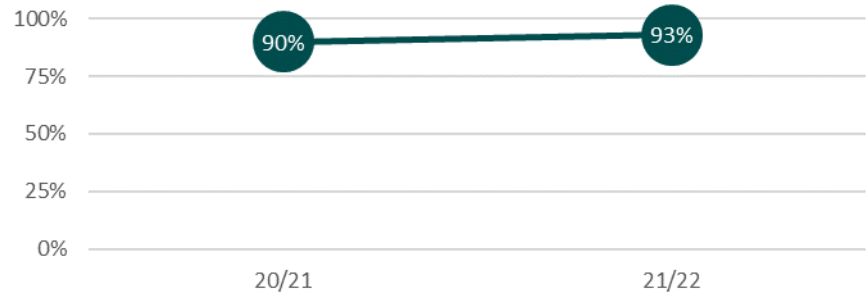
Comments:
- My son has been attacked by another student. Always getting exposed to covid.
- The school lets me know if they have any concerns about his health and listens to the suggestions I provide.

9. I agree with the priorities of the OCDE Special Schools program: (Student/Parent/School Engagement, Student Outcomes, Conditions of Learning)

n=57

| Strongly Agree 46% | Agree 39% | Neither agree nor disagree 16% |

0%   50%   100%

Comparison to 20/21

87%   84%

20/21   21/22
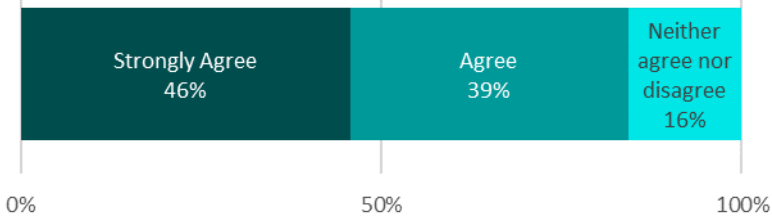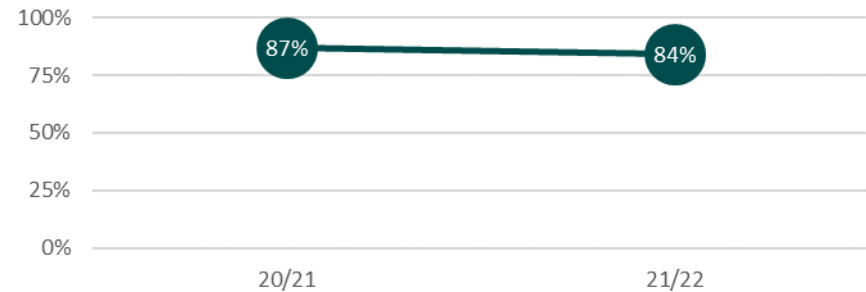
Comments:
- Good job team I feel like their is a lot of collaborative efforts made and I appreciate that.

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

n=57

| Strongly Agree 25% | Agree 37% | Neither agree nor disagree 32% | Disagree 4% | Strongly Disagree 4% |
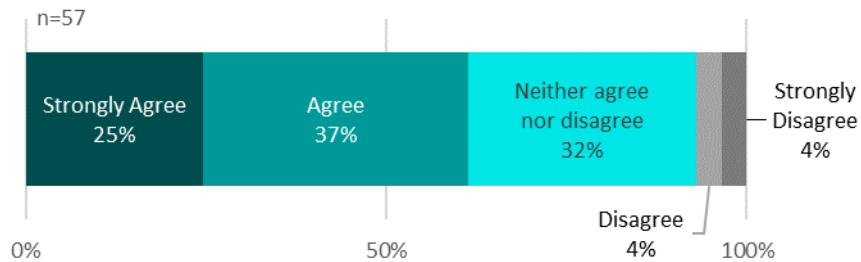
Comparison to 20/21

20/21: 56%
21/22: 61%
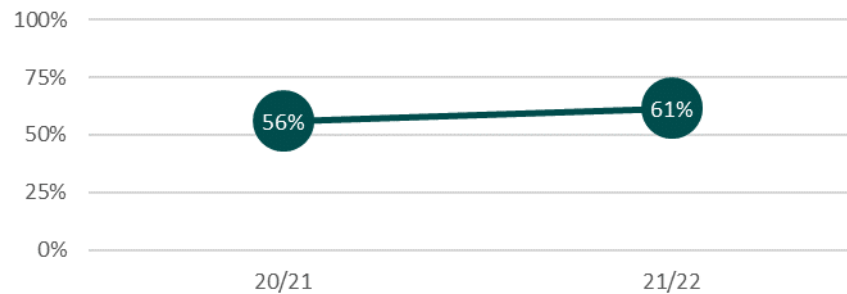
Comments:
- He still struggles with such young curriculum.
- I would like more collaboration in this effort
- My child is learning to read, so this question might not apply to him.
- The Trident Team is supporting my son to make gains in his life skills.

Division of Special Education Services

Student Feedback

2021-2022

February 2022

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 7-week administration window; December 13, 2021 to January 31, 2022. Following standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 36 survey responses were received (N=36 students).

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

What school site do you attend?

■ Number of Respondents

School Site	Number of Respondents
Mann	0
Knott ELC	0
Harbor Learning Center	7
Hillview	0
Trident	4
Golden West College Adult Transition Program	0
Reilly Special Classes	0
Newhart	0
Mission Viejo High School	0
Irvine High School	0
Saddleback College Adult Transition Program	0
Venado Middle School	23
University High School	1
Orange Coast College Adult Transition Program	1

Your grade level:

■ Number of Respondents

Grade level	Number of Respondents
3rd	0
4th	0
5th	0
6th	0
7th	9
8th	15
9th	2
10th	1
11th	3
12th	3
I'm not sure	3
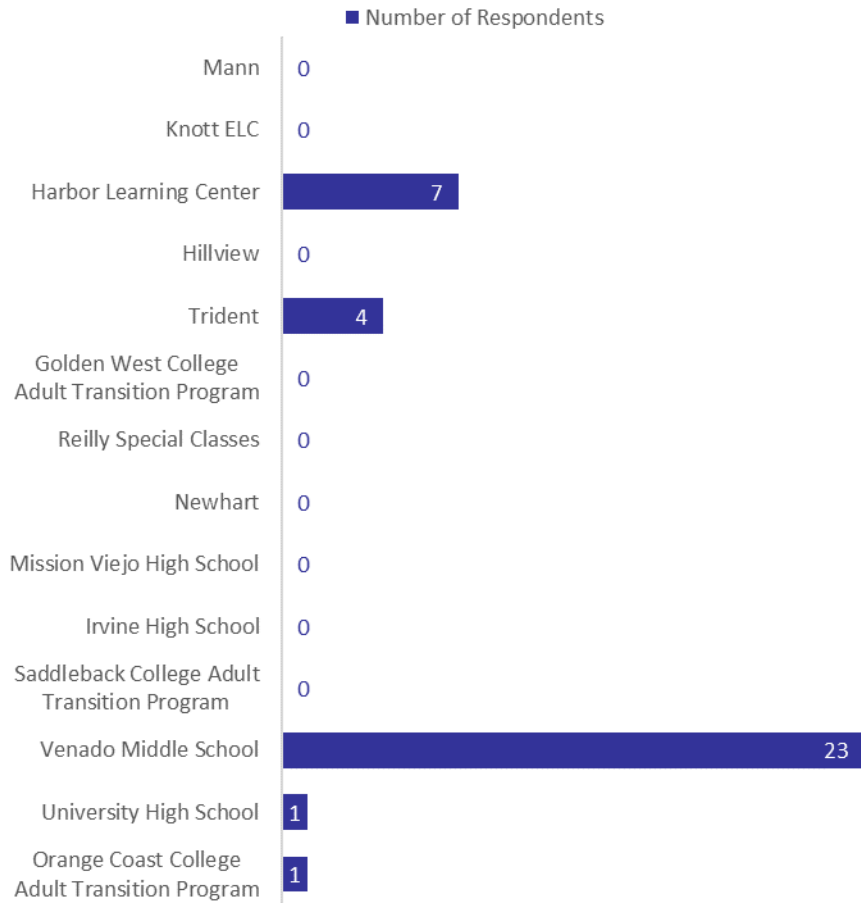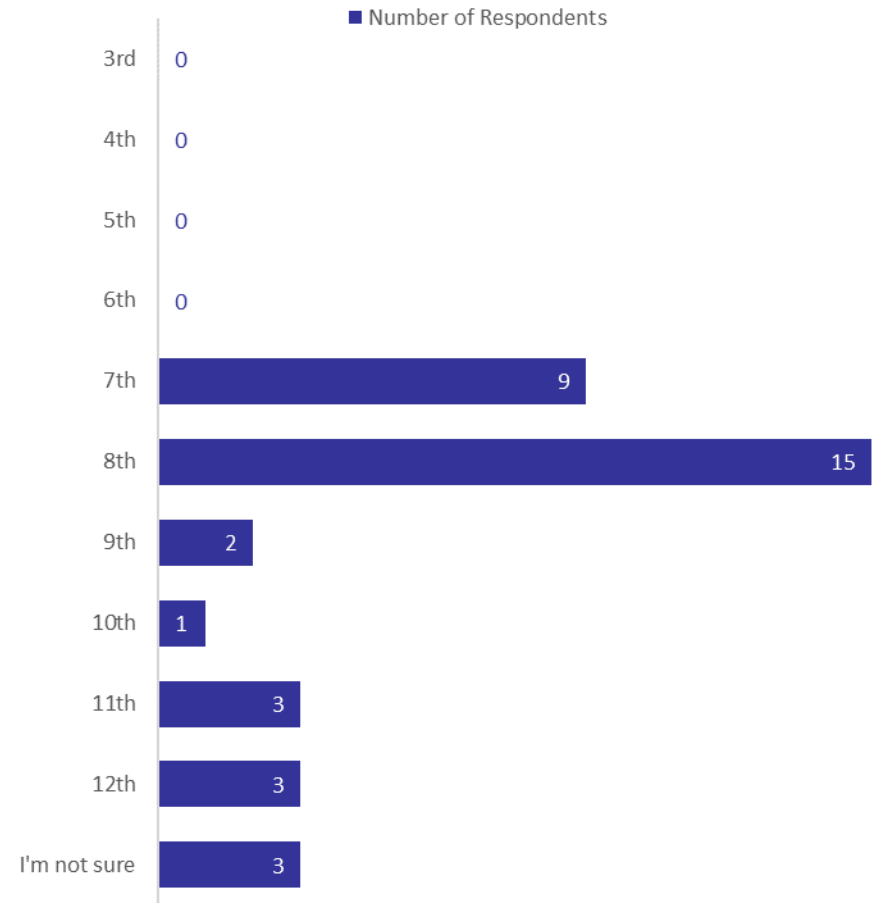
1. My school provides materials and learning tools to meet my educational needs.

n=35

Strongly Agree 54%	Agree 40%

Neither agree nor disagree 6%

0%   50%   100%

Comparison to 20/21

92%   94%

20/21   21/22
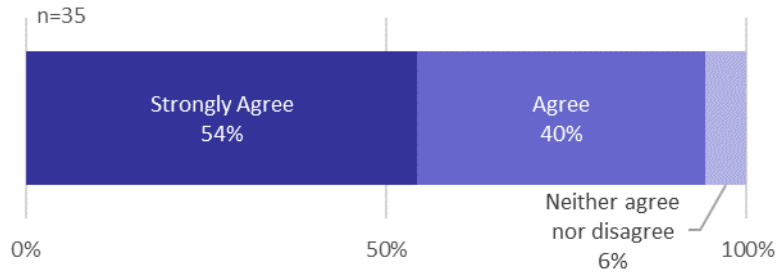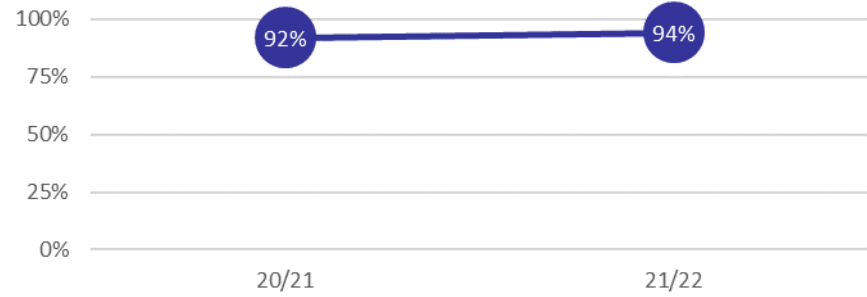
Comments:
No comments received

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

■ Number of Respondents

Printed school work	31
Help with my social-emotional needs (for example, counselor, etc.)	31
Laptop	28
Books for recreational reading	27
Email account	22
Hotspot	16
Other (please specify)	10
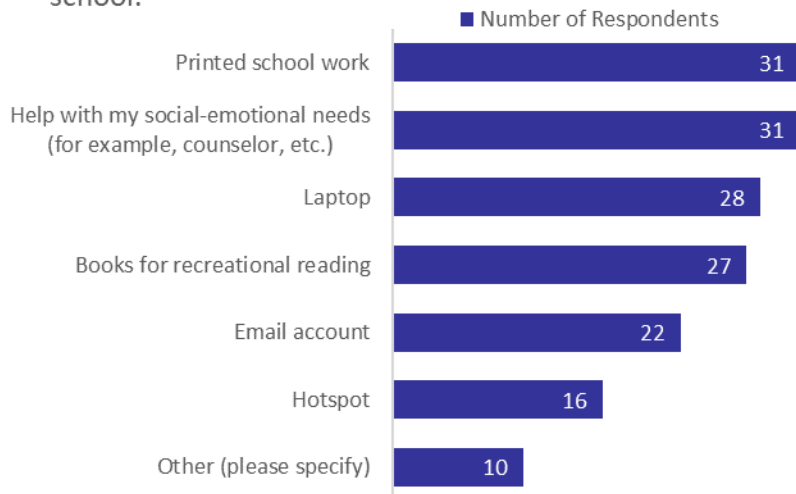
Write-in responses:
- google
- google
- pe had basketball
- pe have football

Comments:
No comments received

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

n=36

| Strongly Agree 61% | Agree 33% | |

Neither agree nor disagree 6%

0%   50%   100%

Comparison to 20/21

85% (20/21) → 94% (21/22)

Comments:
No comments received

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

n=36

| Strongly Agree 53% | Agree 39% | |

Neither agree nor disagree 8%

0%   50%   100%

Comparison to 20/21

84% (20/21) → 92% (21/22)
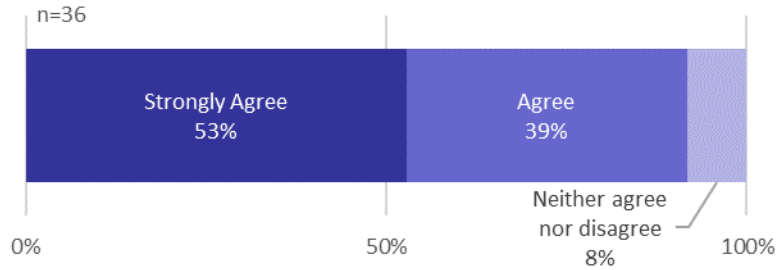
Comments:
- only i understand, other, if not my guardian will included their input
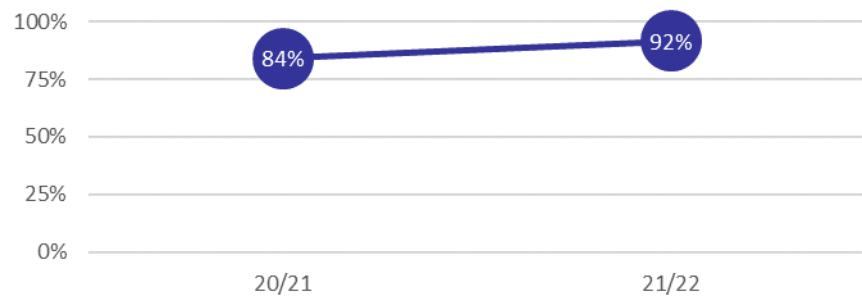
5. What can the school do that would help you better achieve your learning goals? (check all that apply)

■ Number of Respondents

Category	Number of Respondents
More communication with my teacher	18
Help using technology	16
Information about resources such as tutoring	12
Other (please specify)	2
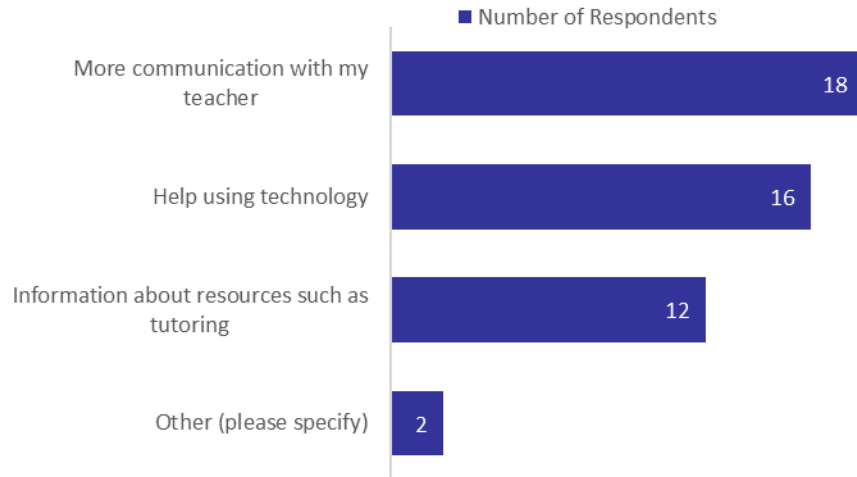
Write-in responses:
- longer day

Comments:
No comments received

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

n=35

Strongly Agree 57%	Agree 37%	Neither agree nor disagree 6%

0%   50%   100%
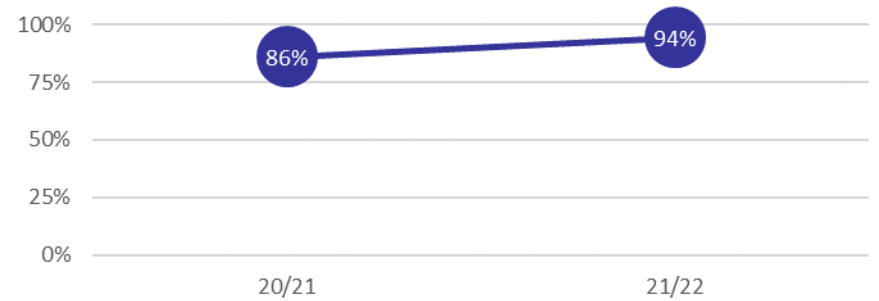
Comments:
No comments received

Comparison to 20/21

20/21	21/22
86%	94%

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

n=36

Strongly Agree 56%	Agree 33%

Neither agree nor disagree 11%

0%   50%   100%

Comparison to 20/21

100%
75%
50%
25%
0%

85%   89%

20/21   21/22

Comments:
No comments received
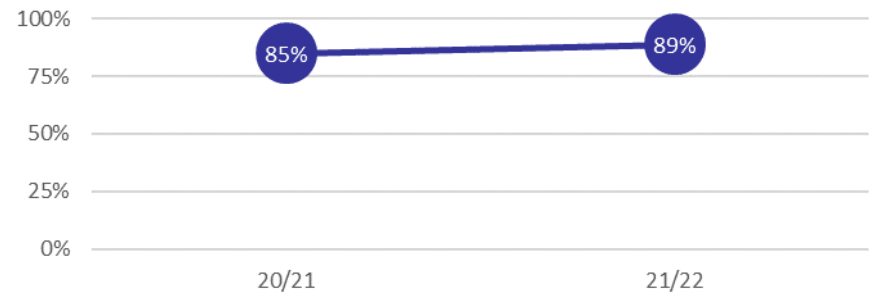
8. I am familiar with the following staff at my school.
(check all that apply)

Comments:
- We do not have a counselor on campus.

Staff	Number of Respondents
Teacher	35
Nurse	32
Speech, Language Pathologist	31
Principal	29
Counselor	28
School Psychologist	27
APE Teacher	12
Occupational Therapist	10
Physical Therapist	10
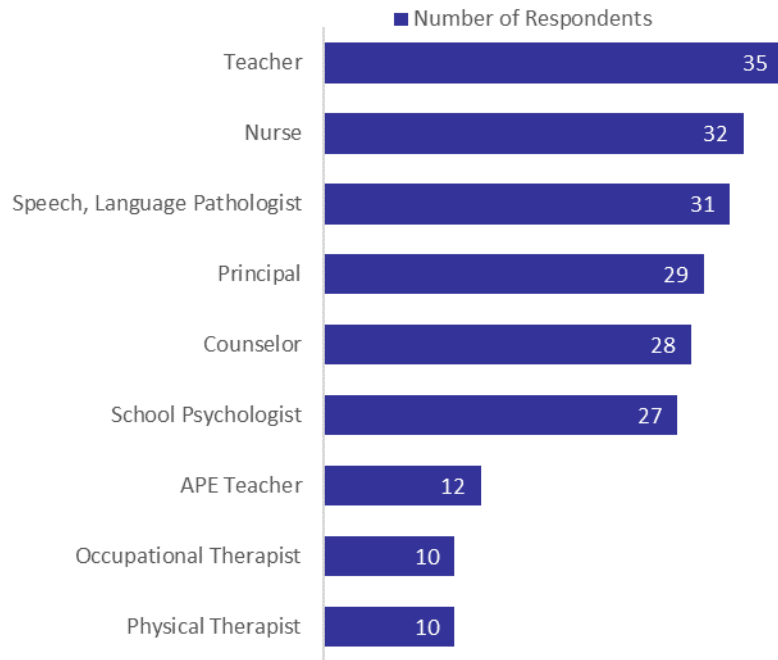
9. My school prepares me for my future.
n=32 (6th grade and up)

Comparison to 20/21

Comments:
No comments received

Division of Special Education Services

Instructional Staff Feedback

2021-2022

Prepared by
Orange County Department of Education
Evaluation & Data Center

February 2022

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 7-week administration window; December 13, 2021 to January 31, 2022. Following standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 124 survey responses were received (N=124 instructional staff).

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

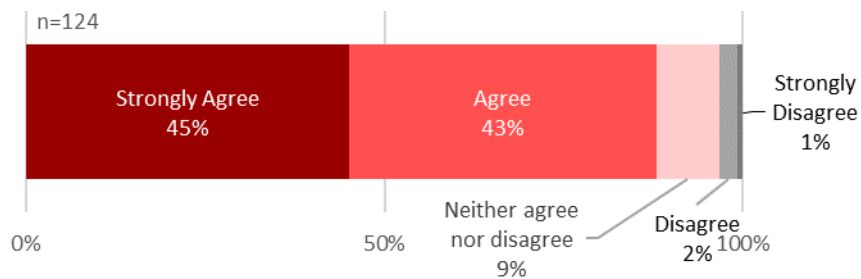### 1. I am aware of the OCDE goals, missions, and priorities.

n=124

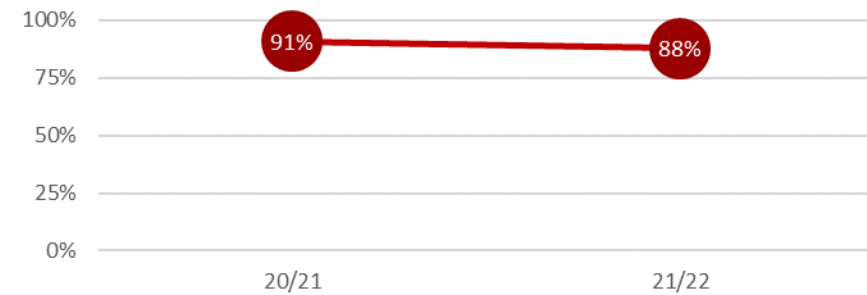| Strongly Agree 39% | Agree 48% | Neither agree nor disagree 10% | Disagree 2% | Strongly Disagree 2% |

Comparison to 20/21

92% (20/21) → 86% (21/22)
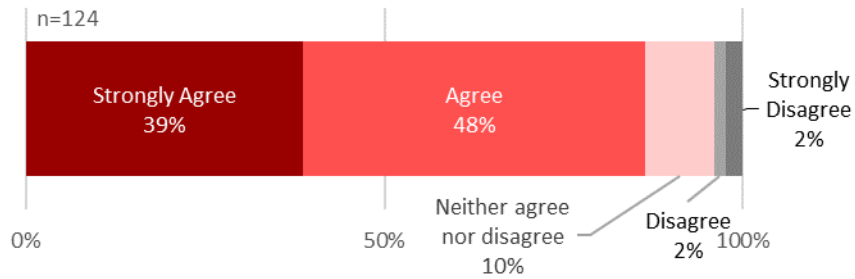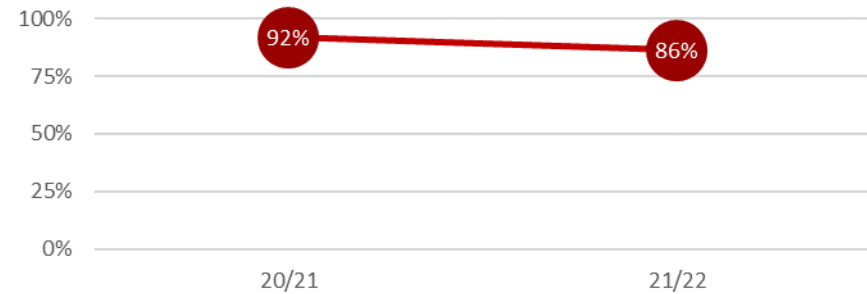
Comments:
- It's different, and not the same at OCDE like it used to be !
- OCDE priorities seem to have changed during the years. Students and staff do not seem to be first any more.
- skill acquisition, independence, career readiness, ability to utilize technology for academic and constructive ways.

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

n=124

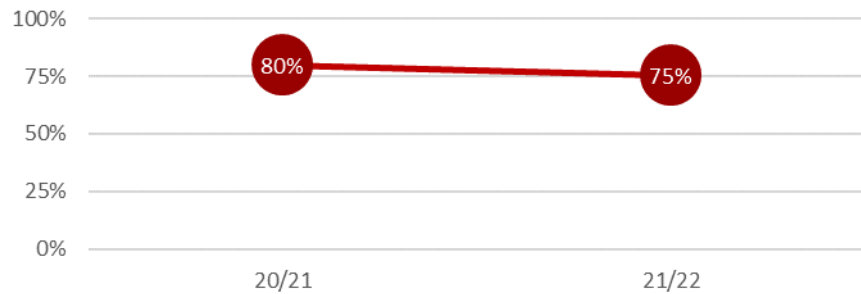| Strongly Agree 45% | Agree 43% | Neither agree nor disagree 9% | Disagree 2% | Strongly Disagree 1% |

Comparison to 20/21

91% (20/21) → 88% (21/22)

Comments:
- Some of the staff do, some do not. Nothing is done about the ones that don't value diversity or cultural differences.
- The staff need to supports and values cultural diversity and inclusion.

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

n=122

| Strongly Agree 26% | Agree 49% | Neither agree nor disagree 16% | Disagree 5% | Strongly Disagree 3% |

0%   50%   100%
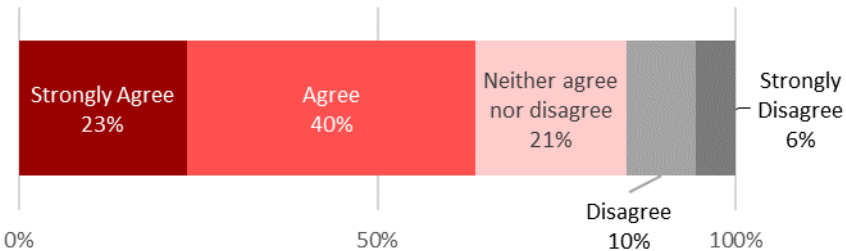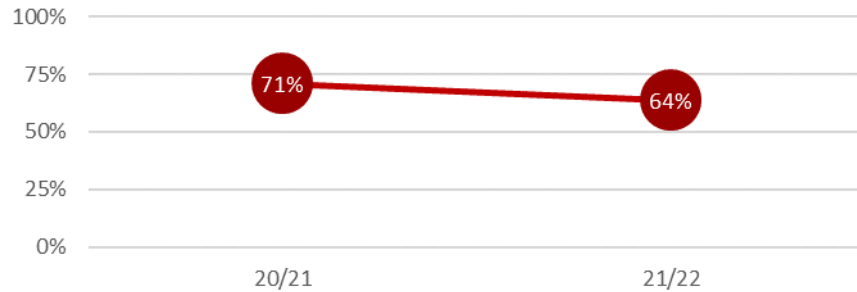
Comparison to 20/21

80% (20/21)   75% (21/22)
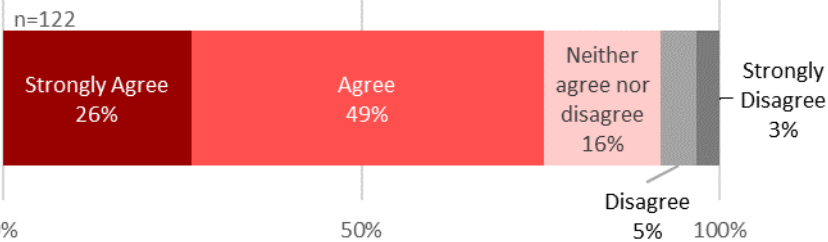
Comments:

- I actually both agree and disagree depending on the service.
- Our Principal is not approachable and the teacher I work with doesn't want to help if I have questions. She just gets irritated.
- Our support staff is overstretched, and, while they try their best, there just isn't enough of them.
- Typically I would reach out to the site principal first
- we have a wonderful team and we collaborate well
- When issues or challenges w/ the students and families arise, as they have and do . . . the IEP team principal(David Longo), Psych(Jamie Evans) along w/ the teachers do a great job working together.

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

n=124

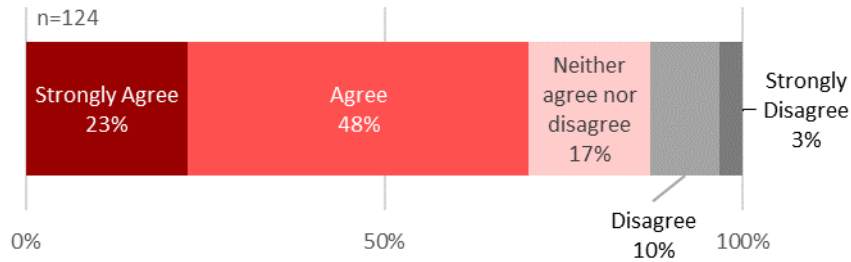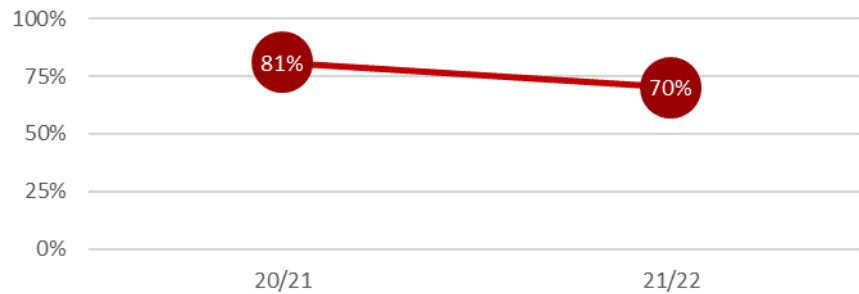| Strongly Agree 23% | Agree 40% | Neither agree nor disagree 21% | Disagree 10% | Strongly Disagree 6% |

Comparison to 20/21

Comments:

- At my site, yes. As a whole i do not feel much support from upper admins.
- For the entire school year my classroom has been understaffed. I do not have enough instructional aides. I have received new students with 1:1 aides attached to them according to their IEP's and there has been no discussion on how to provide my classroom more staff. I have more 1:1's then aides.
- I feel it is talked about it, but not a living entity in my school
- I think we could leverage technology better to streamline several processes which would save staff and teachers time.
- My personal mental health diagnosis is to be kept confidential between me and my psychiatrist. Unless there's a purpose that needs to be addressed regarding my employment with human resources and my immediate supervisor. And I would greatly appreciate being supported opposed to being judged.
- No! When I was out and on the brink of a mental breakdown none cared until it was brought up
- Not really seeing this.
- Placing posters up is about it. If a staff person is upset, the teacher in charge finds it annoying in my room. They do not give support.
- There are acknowledgments to how important mental health is but the resources provided are limited. In terms of addressing a positive mental health culture, I think the push to read and discuss the happiness advantage is a great example of how we see the necessity of addressing an issue but are mtm.
- Yes, IUSD and Venado Middle school has been doing a great job with this. Late Start - Staff Professional Development (All IUSD and OCDE Classified and Certificated Staff)

5. I am supported in my professional development and growth as an educator.
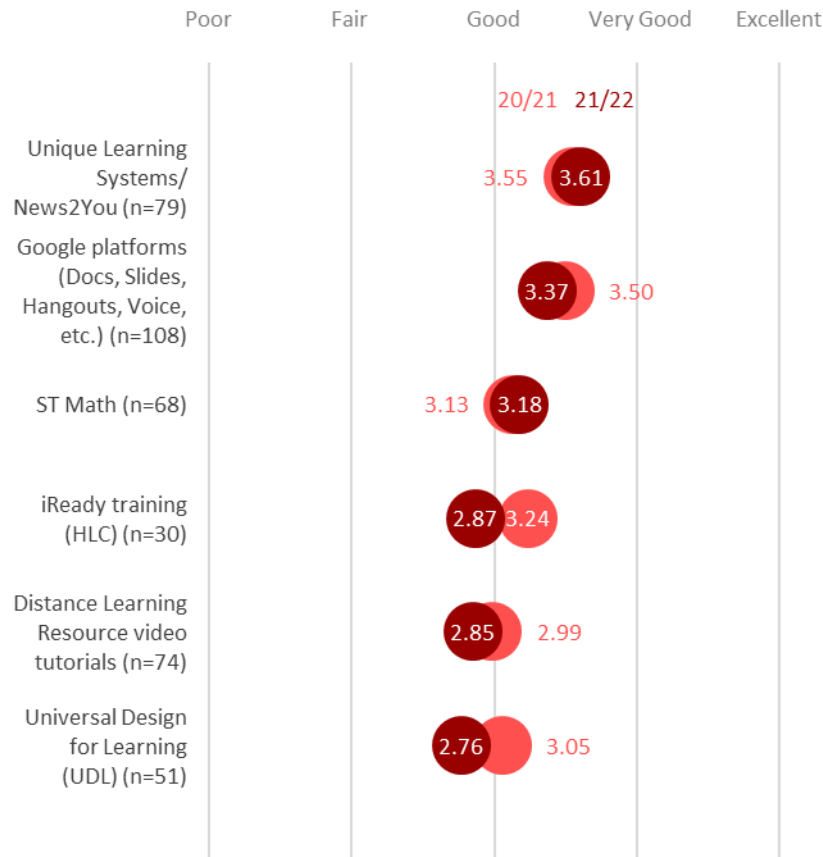
n=124

| Strongly Agree 23% | Agree 48% | Neither agree nor disagree 17% | Disagree 10% | Strongly Disagree 3% |

Comparison to 20/21

81% (20/21) → 70% (21/22)

Comments:
- I am permitted to attend any trainings as long as I follow the protocol.
- I feel that the educational system should let staff retire after 20 yrs of work so that burn out doesn't occur.
- I'm supported by OCDE because they are covering the cost of my education, however, I'm not sure how supportive the transition will be once my education is complete. If there are concrete steps to take in the direction of hiring employees for higher positions once they're qualified, I don't know them
- It happens often, that I am in inservices or groups, that are not in my area of service. It feels More like 'we are putting more of this type of learning in your class' instead of supporting the philosophy of my actual class.
- Professional development opportunities that they choose are supported.
- time off is provided to attend (virtual) training, when requested
- We have mandatory modules at the moment that are ridiculously time consuming and not relevant to what we do
- We used to get in-service training for DHH. No longer. We haven't had one in years!

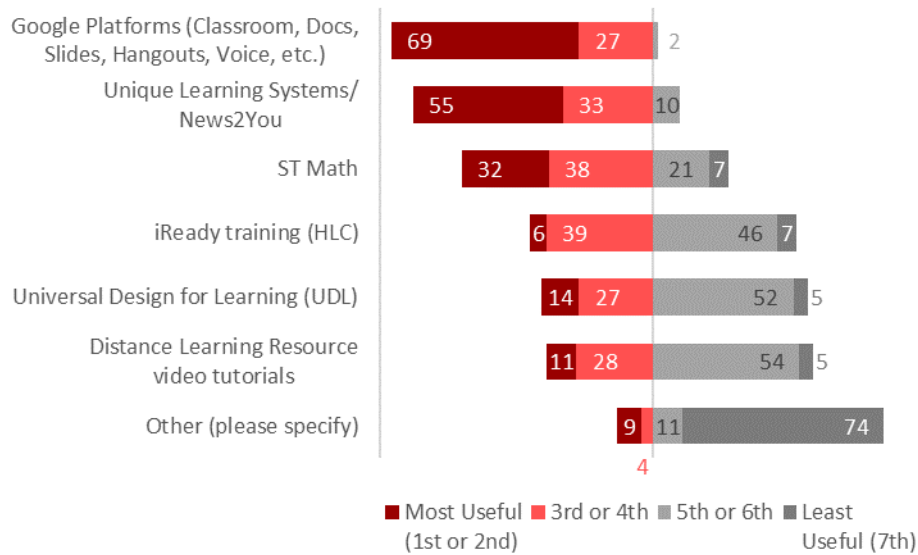6. How would you rate the following professional development opportunities and educational software/resources?

| Poor | Fair | Good | Very Good | Excellent |

20/21   21/22

Unique Learning Systems/ News2You (n=79)   3.55   3.61

Google platforms (Docs, Slides, Hangouts, Voice, etc.) (n=108)   3.37   3.50

ST Math (n=68)   3.13   3.18

iReady training (HLC) (n=30)   2.87   3.24

Distance Learning Resource video tutorials (n=74)   2.85   2.99

Universal Design for Learning (UDL) (n=51)   2.76   3.05

Comments:
- Canvas is the worst one and it not mentioned here
- I am aware that many of these resources are available for teachers and staff, as an ancillary staff I do not use many of them.
- I work with blind and visually impaired students, and most of the resources available are very visual.   I am on my own for finding resources that support my students.
- Never heard of the ones I up N/A on.
- Sorry I don't know some of these terms. Perhaps we call it something else
- We do not have access to this training

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

n=98

	Most Useful (1st or 2nd)	3rd or 4th	5th or 6th	Least Useful (7th)
Google Platforms (Classroom, Docs, Slides, Hangouts, Voice, etc.)	69	27		2
Unique Learning Systems/ News2You	55	33	10	
ST Math	32	38	21	7
iReady training (HLC)	6	39	46	7
Universal Design for Learning (UDL)	14	27	52	5
Distance Learning Resource video tutorials	11	28	54	5
Other (please specify)		9	11	74

Write-in responses:
- 3-6 [Unique Learning Systems/News2You, iReady training (HLC), Distance Learning Resource video tutorials, and Universal Design for Learning (UDL)] are N/A
- Bilingual/Bimodal
- canvas
- Conferencing with other SLPs working in the schools, reading blogs and articles written by SLPs for school based SLPs
- Greater Good Science Center
- IXL
- IXL, Kami, etc.
- IXL, Nearpod,
- Lexia
- Lexia
- Newsela
- Readworks, News For You
- Starfall, abc mouse
- Teachers Pay Teachers

Comments:
- I am not a teacher. I provide ancillary services
- I don't know what UDL or iReady is.
- I ranked UDL and iready training low only because I have no experience with them. I think ST math has great classroom potential depending on how it is integrated in the classroom directly. ULS and N2Y are great tools and Google classroom helped us through the pandemic.
- I'm unaware of what many of these things are unless I know them by other names
- Never heard of #5, 6, or 7
- no-glamour grammar: computer program by LinguiSystems, "rainbow sentences" iPad app by mobile education store, "my smart hands" an app on the iPod touch, IXL"
- I have not used any of these other than Google and distance learning videoes were were required to do. I am not sure if some of these questions refer to STAFF development or student learning

Division of Special Education Services

Non-Instructional Staff Feedback

2021-2022

Prepared by
Orange County Department of Education
Evaluation & Data Center

February 2022

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 7-week administration window; December 13, 2021 to January 31, 2022. Following standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 40 survey responses were received (N=40 non-instructional staff).
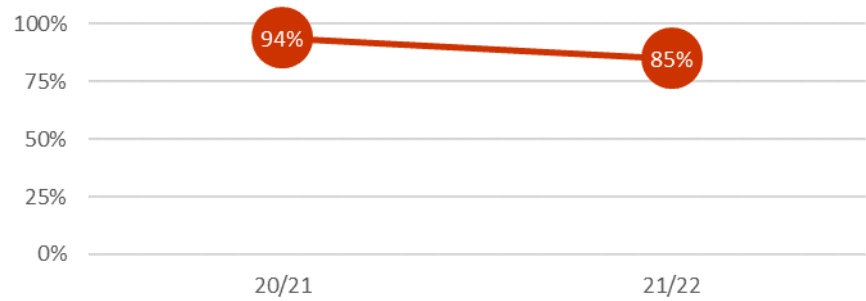
Analysis:
The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received. Comparison to prior survey data was conducted where possible.

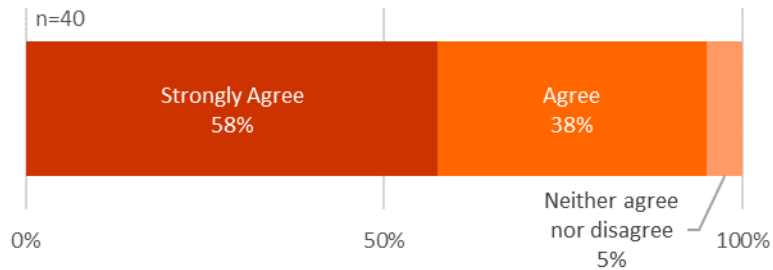## 1. I am aware of the OCDE goals, missions, and priorities.

n=40

Strongly Agree 45%	Agree 40%	Neither agree nor disagree 13%	

0%   50%   100%

Disagree 3%

Comparison to 20/21

94% (20/21) → 85% (21/22)

Comments:
No comments received

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

n=40

Strongly Agree 58%	Agree 38%	

0%   50%   100%

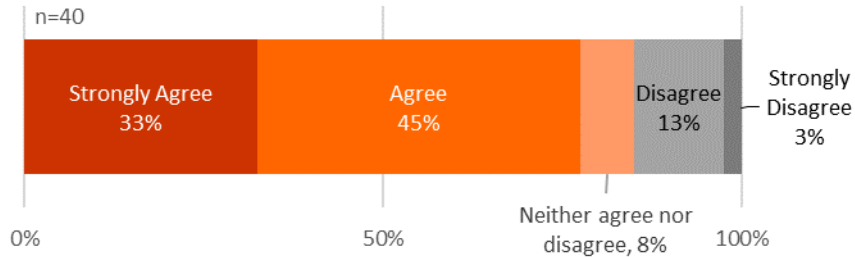Neither agree nor disagree 5%

Comparison to 20/21

87% (20/21) → 95% (21/22)

Comments:
No comments received

2

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

n=40

| Strongly Agree 33% | Agree 45% | | Disagree 13% | Strongly Disagree 3% |

Neither agree nor disagree, 8%

Comparison to 20/21

74% (20/21) → 78% (21/22)
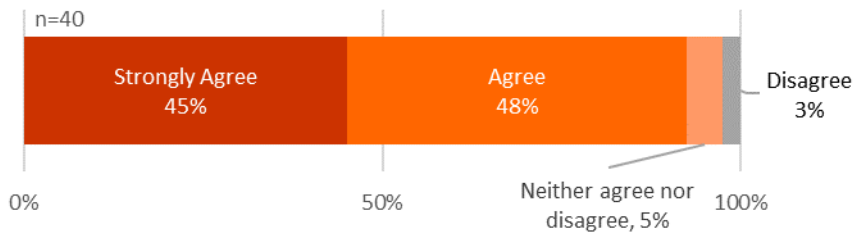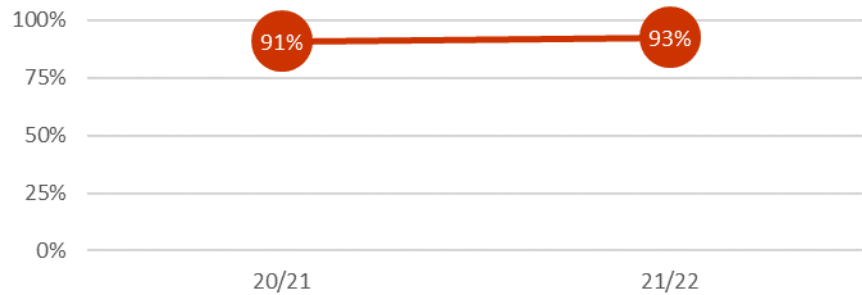
Comments:
- I have never used the EAP resource so I am unaware of its success or benefits to staff. I feel like more can be done in this area.

4. I feel like I am a significant contributor to the organization supporting the education of SES students.
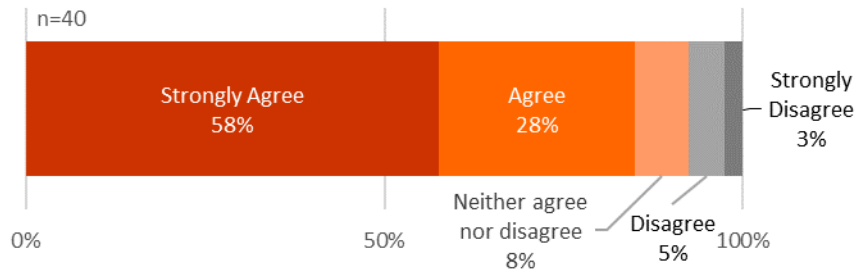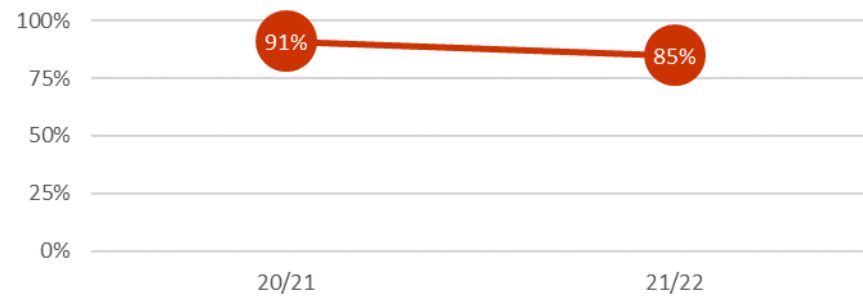
n=40

| Strongly Agree 45% | Agree 48% | | Disagree 3% |

Neither agree nor disagree, 5%

Comparison to 20/21

91% (20/21) → 93% (21/22)

Comments:
No comments received

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

n=40

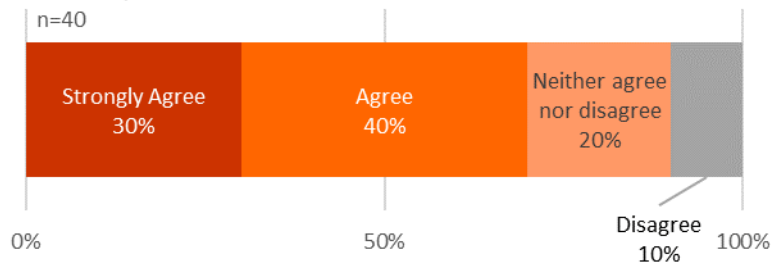| Strongly Agree 58% | Agree 28% | Neither agree nor disagree 8% | Disagree 5% | Strongly Disagree 3% |

0%   50%   100%

Comparison to 20/21

91% (20/21) → 85% (21/22)

Comments:
No comments received

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6. I am receiving support in my professional development.

n=40

| Strongly Agree 30% | Agree 40% | Neither agree nor disagree 20% | Disagree 10% |

0%   50%   100%

Comparison to 20/21
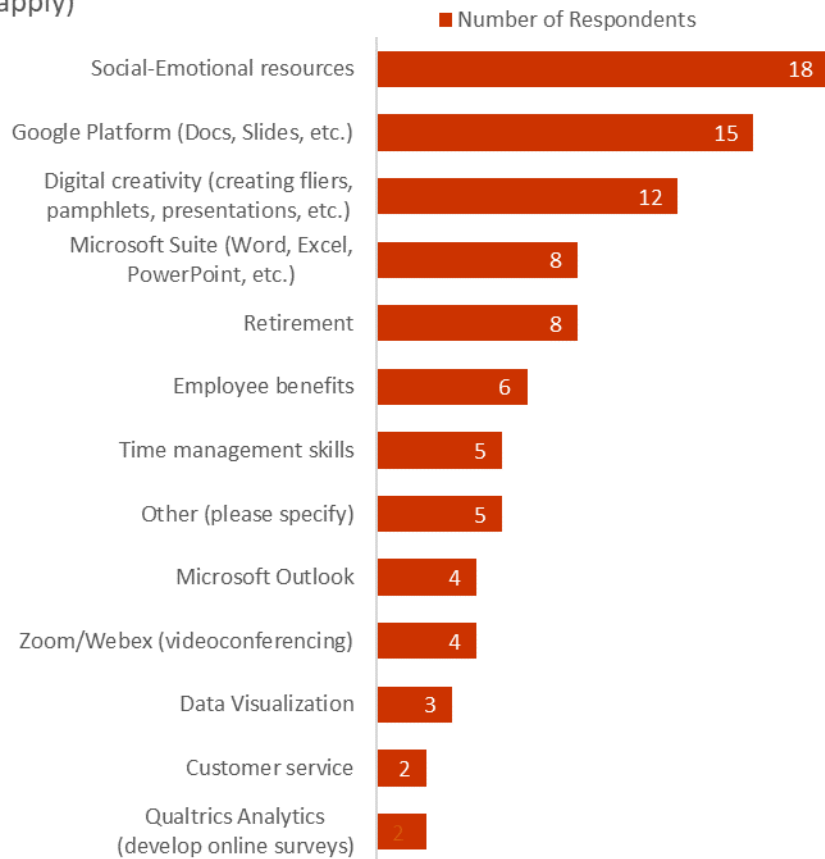
83% (20/21) → 70% (21/22)

Comments:
- All of the opportunities that have been provided to interpreters seem to only be focused on spoken language interpreters and are only offered during the school day. I am a sign language interpreter and a busy during the school day.
- Professional development is significantly lacking. aside from my supervisor (Renee Perkins),there was little to no support for learning new technology that would assist us with distance learning. In addition, since returning to classroom instruction we have not been offered professional development outside of the classroom hours or zoom type of instruction.
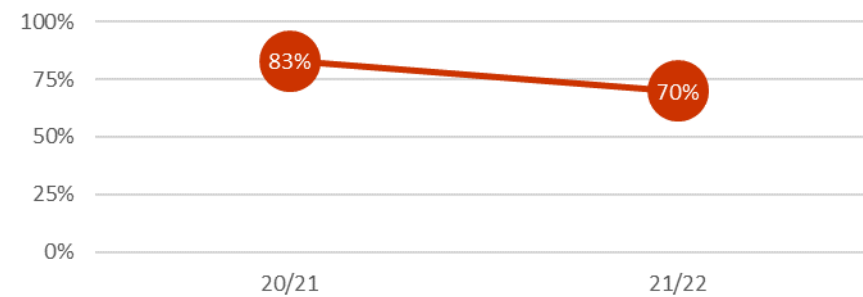
7. I am interested in receiving more professional development in the following areas: (check all that apply)

Bar chart titled "Number of Respondents":
- Social-Emotional resources: 18
- Google Platform (Docs, Slides, etc.): 15
- Digital creativity (creating fliers, pamphlets, presentations, etc.): 12
- Microsoft Suite (Word, Excel, PowerPoint, etc.): 8
- Retirement: 8
- Employee benefits: 6
- Time management skills: 5
- Other (please specify): 5
- Microsoft Outlook: 4
- Zoom/Webex (videoconferencing): 4
- Data Visualization: 3
- Customer service: 2
- Qualtrics Analytics (develop online surveys): 2

Write-in responses:
- Canvas
- Continuing Education for my certification.
- Deaf education and mental health
- Employees rights and obligations when dealing with high profile parents. Parents needs are being put in front of staff needs.
- ST Math

Comments:
- Currently I could not be happier in my current work situation. I feel productive, appreciated, and supported. This has not always been the case.
- I am multi-tasking all day for my two schools as well as supporting my administrator with her needs. Sometimes the day gets away from me and would be beneficial to have some time management tips. Thanks!
- I would always welcome reviewing or learning more about any of these.