

7B

REGULAR MEETING

June 21, 2023

3:00 p.m.

Location: The public meeting will be conducted onsite with limited seating at 200 Kalmus Drive, Costa Mesa, CA 92626 and via YouTube live stream-<https://youtube.com/live/xcRC3xpjWYc?feature=share>

ORANGE COUNTY BOARD OF EDUCATION  
AGENDA

WELCOME

CALL TO ORDER

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

ROLL CALL

(\*) AGENDA

Regular Meeting of June 21, 2023 – Adoption

(\*) MINUTES

PUBLIC COMMENTS (related to Closed Session)

TIME CERTAIN

1. Inter-district Appeal Hearing (closed) – Student # 06212023001I – Irvine Unified School District to Newport-Mesa Unified School District.
2. Inter-district Appeal Hearing (closed) – Student # 06212023002I – Santa Ana Unified School District to Newport-Mesa Unified School District.
3. Inter-district Appeal Hearing (closed) – Student # 06212023003I – Ontario-Montclair School District to Fullerton School District.
4. Inter-district Appeal Hearing (closed) – Student # 06212023004I – Placentia-Yorba Linda Unified School District to Anaheim Elementary School District.

CLOSED SESSION 1

CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION- Orange County Board of Education v. Newsom Case Number 30-2021-01233170 - Government Code §§ 54956.9(a) and (d)(1)

CLOSED SESSION 2

CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION Orange County Board of Education v. OC Superintendent of Schools, Al Mijares, and State Superintendent of Public Instruction, Tony Thurmond Case No 30-2019-01112665-CU-WM-CJC - Government Code §§ 54956.9(a) and (d)(1)

CLOSED SESSION 3

CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION Orange County Board of Education v. Orange County Committee on School District Organization – Case Number 30-2022-01242499-CU-WM-CJC - Government Code §§ 54956.9(a) and (d)(1)

CLOSED SESSION 4

CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION Michael Sean Wright v. Orange County Board of Education and Al Mijares, Orange County Superintendent of Schools – Case Number 30-2022-01243638-CU-WM-CJC - Government Code §§ 54956.9(a) and (d)(1)

CLOSED SESSION 5

CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION Potential litigation pursuant to (d) (4) of Government Code Section 54956.9

INVOCATION

5:00 p.m.

PLEDGE OF ALLEGIANCE

INTRODUCTIONS

SPECIAL PRESENTATIONS

5:15 p.m.

5. Special Presentation – 2023 California Distinguished Schools Recognition

ORGANIZATIONAL MEETING

6. Election of Officers – President Lisa Sparks, Ph.D., will preside for the election of President of the Board, Vice President and Clerk of the Board. New term will begin July 1, 2023.

PUBLIC COMMENTS

(30 minutes)

CONSENT CALENDAR

- (\*) 7. Approve the granting of diplomas to the students listed from Alternative, Community, and Correctional Education Schools and Services, Alternative Education Division.
- (\*) 8. Accept the \$25,000.00 donation from SchoolsFirst Federal Credit Union in support of the 2023 Academic Pentathlon program and send a letter of appreciation to donor.
- (\*) 9. Approve Resolution # 10-23 in accordance of regulations required under Proposition 30 and 55 regarding the Education Protection Account Proposed Expenditures.
- (\*) 10. Approve apportionment of Federal Forest Reserve receipts in the amount of \$29,324.36.

- (\*) 11. Approve invoice #3264669 in the amount of \$50,403.71 for Haight, Brown & Bonesteel LLP.

#### CHARTER SCHOOLS

12. Charter submissions

#### BOARD RECOMMENDATIONS

- (\*) 13. Approve a Special Board Meeting regarding Sycamore Creek Community Charter School II, to be held on July 26, 2023. (Action Item)

#### STAFF RECOMMENDATIONS

- (\*) 14. Approve the Orange County Department of Education (OCDE) Local Control and Accountability Plan. (Action Item)
- (\*) 15. Approve the College and Career Preparatory Academy (CCPA) Local Control and Accountability Plan. (Action Item)
- (\*) 16. Approve the Annual County School Services Fund Budget of the County Superintendent of Schools. (Action Item)
- (\*) 17. Accept California School Dashboard Local Indicators: Orange County Department of Education Schools and Programs (ACCESS County Community, ACCESS Juvenile Hall, OCCS: CHEP/PCHS, and Orange County Special Education). (Receive Item)
- (\*) 18. Accept California School Dashboard Local Indicators: College and Career Preparatory Academy. (Receive Item)
- (\*) 19. Accept the Orange County Department of Education Annual Summary Report. (Receive Item)

#### INFORMATION ITEMS

##### COMMUNICATION/INFORMATION/DISCUSSION

- Proclamation certificate (Williams)

##### ANNOUNCEMENTS

- Superintendent
- Deputy Superintendent


##### LEGISLATIVE UPDATES

##### COMMITTEE REPORT

##### BOARD MEMBER COMMENTS

PUBLIC COMMENTS

ADJOURNMENT



Nina Boyd  
Assistant Secretary, Board of Education

Next Regular Board Meeting: Wednesday, July 5, 2023 at 5:00 p.m. The meeting will be held onsite at 200 Kalmus Drive, Costa Mesa, CA 92626 with limited seating and via YouTube live stream.

Individuals with disabilities in need of copies of the agenda and/or the agenda packet or in need of auxiliary aides and services may request assistance by contacting Darou Sisavath, Board Clerk at (714) 966-4012.

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



VB

**ORANGE COUNTY BOARD OF EDUCATION**

**BOARD AGENDA ITEM**

DATE: June 21, 2023  
TO: Nina Boyd, Deputy Superintendent  
FROM: Vern Burton, Assistant Superintendent, Alternative Education  
SUBJECT: Granting of Diplomas

The students listed on the attached pages have been certified for graduation by the Custodian of Records or their designee for the Division of Alternative Education of the Orange County Department of Education. These students have met the standards of proficiency in the basic skills prescribed by the governing board in accordance with Education Code 51412. It is requested that the Board approve the granting of diplomas to these students.

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**RECOMMENDATION:**

Approve granting of diplomas to the students listed from Alternative, Community, and Correctional Education Schools and Services, Alternative Education Division.

VB:dc

Pages 6-7 removed (CONFIDENTIAL STUDENT INFORMATION)



## ORANGE COUNTY BOARD OF EDUCATION

### BOARD AGENDA ITEM

DATE: June 21, 2023  
TO: Nina Boyd, Deputy Superintendent of Operations  
FROM: Ramon Miramontes, Ed.D., Deputy Superintendent of Educational Services  
SUBJECT: Acceptance of Donation for the Orange County Academic Pentathlon Program

The Orange County Department of Education and the Academic Pentathlon program are pleased to be the recipient of a \$25,000.00 donation from SchoolsFirst Federal Credit Union. These funds were used for the 2023 Academic Pentathlon competitions and award ceremonies for students in grades six through eight.

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#### RECOMMENDATION:

Accept the \$25,000.00 donation from SchoolsFirst Federal Credit Union in support of the 2023 Academic Pentathlon program and send a letter of appreciation to donor.

RM:sc



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 21, 2023

TO: Nina Boyd, Deputy Superintendent

FROM: Renee Hendrick, Associate Superintendent, Administrative Services

SUBJECT: Education Protection Account Proposed Expenditures Including College and Career Preparatory Academy Charter

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RECOMMENDATION:

Approve Resolution # 10-23 in accordance of regulations required under Proposition 30 and 55 regarding the Education Protection Account Proposed Expenditures.

The monies received from the EPA shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the Orange County Department of Education.

RH:sh

Orange County Department of Education

Expenditures through: June 30, 2023

For Fund 01, Resource 1400 Education Protection Account

Description	Function Codes	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>			
Adjusted Beginning Fund Balance	0000	9791-9795	0.00
Revenue Limit Sources	0000	8010-8099	249,000.00
Federal Revenue	0000	8100-8299	0.00
Other State Revenue	0000	8300-8599	0.00
Other Local Revenue	0000	8600-8799	0.00
All Other Financing Sources and Contributions	0000	8900-8999	0.00
Deferred Revenue	0000	9650	0.00
<b>TOTAL AVAILABLE</b>			<b>249,000.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>			
<b>(Functions 1000-9999)</b>	<b>Function Codes</b>	<b>Object Codes</b>	
Instruction	1000-1999		0.00
Teacher Salary	1000	1110	178,970.00
STRS	1000	3101	6,633.00
PERS	1000	3201	36,595.00
Medicare	1000	3313	2,595.00
Medical	1000	3451	16,865.33
Dental	1000	3453	1,637.33
Vision	1000	3455	776.33
State Unemployment	1000	3501	895.00
Workers Compensation	1000	3601	3,937.00
Life Insurance	1000	3951	96.00
Service Contract Audit	1000	5857	0.00
Instruction-Related Services			
Instructional Supervision and Administration	2100-2150		0.00
AU of a Multidistrict SELPA	2200		0.00
Instructional Library, Media, and Technology	2420		0.00
Other Instructional Resources	2490-2495		0.00
School Administration	2700		0.00
Pupil Services			
Guidance and Counseling Services	3110		0.00
Psychological Services	3120		0.00
Attendance and Social Work Services	3130		0.00
Health Services	3140		0.00
Speech Pathology and Audiology Services	3150		0.00
Pupil Testing Services	3160		0.00
Pupil Transportation	3600		0.00
Food Services	3700		0.00
Other Pupil Services	3900		0.00
Ancillary Services	4000-4999		0.00
Community Services	5000-5999		0.00
Enterprise	6000-6999		0.00
General Administration	7000-7999		0.00
Plant Services	8000-8999		0.00
Other Outgo	9000-9999		0.00
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>			<b>249,000.00</b>
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>			<b>0.00</b>



Orange County Department of Education

Expenditures through: June 30, 2024

For Fund 01, Resource 1400 Education Protection Account

Description	Function Codes	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>			
Adjusted Beginning Fund Balance	0000	9791-9795	0.00
Revenue Limit Sources	0000	8010-8099	251,800.00
Federal Revenue	0000	8100-8299	0.00
Other State Revenue	0000	8300-8599	0.00
Other Local Revenue	0000	8600-8799	0.00
All Other Financing Sources and Contributions	0000	8900-8999	0.00
Deferred Revenue	0000	9650	0.00
<b>TOTAL AVAILABLE</b>			<b>251,800.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>			
<b>(Functions 1000-9999)</b>	<b>Function Codes</b>	<b>Object Codes</b>	
Instruction	1000-1999		0.00
Teacher Salary	1000	1110	179,312.00
STRS	1000	3101	34,249.00
PERS	1000	3201	0.00
Medicare	1000	3313	2,600.00
Medical	1000	3451	28,423.00
Dental	1000	3453	2,233.00
Vision	1000	3455	613.00
State Unemployment	1000	3501	359.00
Workers Compensation	1000	3601	3,945.00
Life Insurance	1000	3951	66.00
Service Contract Audit	1000	5857	0.00
Instruction-Related Services			
Instructional Supervision and Administration	2100-2150		0.00
AU of a Multidistrict SELPA	2200		0.00
Instructional Library, Media, and Technology	2420		0.00
Other Instructional Resources	2490-2495		0.00
School Administration	2700		0.00
Pupil Services			
Guidance and Counseling Services	3110		0.00
Psychological Services	3120		0.00
Attendance and Social Work Services	3130		0.00
Health Services	3140		0.00
Speech Pathology and Audiology Services	3150		0.00
Pupil Testing Services	3160		0.00
Pupil Transportation	3600		0.00
Food Services	3700		0.00
Other Pupil Services	3900		0.00
Ancillary Services	4000-4999		0.00
Community Services	5000-5999		0.00
Enterprise	6000-6999		0.00
General Administration	7000-7999		0.00
Plant Services	8000-8999		0.00
Other Outgo	9000-9999		0.00
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>			<b>251,800.00</b>
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>			<b>0.00</b>

Orange County Department of Education

Expenditures through: June 30, 2024

For Fund 01, Resource 1400 Education Protection Account

Description	Function Codes	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>			
Adjusted Beginning Fund Balance	0000	9791-9795	0.00
Revenue Limit Sources	0000	8010-8099	22,000.00
Federal Revenue	0000	8100-8299	0.00
Other State Revenue	0000	8300-8599	0.00
Other Local Revenue	0000	8600-8799	0.00
All Other Financing Sources and Contributions	0000	8900-8999	0.00
Deferred Revenue	0000	9650	0.00
<b>TOTAL AVAILABLE</b>			<b>22,000.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>			
<b>(Functions 1000-9999)</b>			
Instruction	1000-1999		0.00
Teacher Salary	1000	1110	15,497.00
STRS	1000	3101	2,960.00
PERS	1000	3201	0.00
Medicare	1000	3313	225.00
Medical	1000	3451	2,738.00
Dental	1000	3453	129.00
Vision	1000	3455	30.00
State Unemployment	1000	3501	77.00
Workers Compensation	1000	3601	341.00
Life Insurance	1000	3951	3.00
Service Contract Audit	1000	5857	0.00
Instruction-Related Services			
Instructional Supervision and Administration	2100-2150		0.00
AU of a Multidistrict SELPA	2200		0.00
Instructional Library, Media, and Technology	2420		0.00
Other Instructional Resources	2490-2495		0.00
School Administration	2700		0.00
Pupil Services			
Guidance and Counseling Services	3110		0.00
Psychological Services	3120		0.00
Attendance and Social Work Services	3130		0.00
Health Services	3140		0.00
Speech Pathology and Audiology Services	3150		0.00
Pupil Testing Services	3160		0.00
Pupil Transportation	3600		0.00
Food Services	3700		0.00
Other Pupil Services	3900		0.00
Ancillary Services	4000-4999		0.00
Community Services	5000-5999		0.00
Enterprise	6000-6999		0.00
General Administration	7000-7999		0.00
Plant Services	8000-8999		0.00
Other Outgo	9000-9999		0.00
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>			<b>22,000.00</b>
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>			<b>0.00</b>

Orange County Department of Education

Expenditures through: June 30, 2023

For Fund 01, Resource 1400 Education Protection Account

Description	Function Codes	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>			
Adjusted Beginning Fund Balance	0000	9791-9795	0.00
Revenue Limit Sources	0000	8010-8099	21,400.00
Federal Revenue	0000	8100-8299	0.00
Other State Revenue	0000	8300-8599	0.00
Other Local Revenue	0000	8600-8799	0.00
All Other Financing Sources and Contributions	0000	8900-8999	0.00
Deferred Revenue	0000	9650	0.00
<b>TOTAL AVAILABLE</b>			<b>21,400.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>			
<b>(Functions 1000-9999)</b>			
Instruction	1000-1999		0.00
Teacher Salary	1000	1110	15,074.00
STRS	1000	3101	2,879.00
PERS	1000	3201	0.00
Medicare	1000	3313	219.00
Medical	1000	3451	2,664.00
Dental	1000	3453	125.00
Vision	1000	3455	29.00
State Unemployment	1000	3501	75.00
Workers Compensation	1000	3601	332.00
Life Insurance	1000	3951	3.00
Service Contract Audit	1000	5857	0.00
Instruction-Related Services			
Instructional Supervision and Administration	2100-2150		0.00
AU of a Multidistrict SELPA	2200		0.00
Instructional Library, Media, and Technology	2420		0.00
Other Instructional Resources	2490-2495		0.00
School Administration	2700		0.00
Pupil Services			
Guidance and Counseling Services	3110		0.00
Psychological Services	3120		0.00
Attendance and Social Work Services	3130		0.00
Health Services	3140		0.00
Speech Pathology and Audiology Services	3150		0.00
Pupil Testing Services	3160		0.00
Pupil Transportation	3600		0.00
Food Services	3700		0.00
Other Pupil Services	3900		0.00
Ancillary Services	4000-4999		0.00
Community Services	5000-5999		0.00
Enterprise	6000-6999		0.00
General Administration	7000-7999		0.00
Plant Services	8000-8999		0.00
Other Outgo	9000-9999		0.00
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>			<b>21,400.00</b>
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>			<b>0.00</b>

**RESOLUTION OF THE BOARD OF EDUCATION  
ORANGE COUNTY, CALIFORNIA, INCLUDING  
COLLEGE AND CAREER PREPARATORY ACADEMY**

**EDUCATION PROTECTION ACCOUNT**

**WHEREAS**, the voters approved Proposition 30 on November 6, 2012;

**WHEREAS**, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

**WHEREAS**, the voters approved Proposition 55 on November 8, 2016, which extended the Proposition 30 temporary income tax increase on high income earners by twelve years through 2030;

**WHEREAS**, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

**WHEREAS**, before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

**WHEREAS**, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

**WHEREAS**, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

**WHEREAS**, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

**WHEREAS**, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

**WHEREAS**, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

**WHEREAS**, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

**WHEREAS**, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

**WHEREAS**, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

**WHEREAS**, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

**NOW, THEREFORE, IT IS HEREBY RESOLVED:**

The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the Orange County Department of Education;

In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Orange County Department of Education has determined to spend the monies received from the Education Protection Act as attached.

**AYES:**

**NOES:**

**ABSENT:**

**STATE OF CALIFORNIA, COUNTY OF ORANGE**

**I, Lisa Sparks**, President of the Board of Education of Orange County, California, hereby certify that the foregoing Resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the twenty-first day of June 2023 and passed by a vote of \_\_\_\_\_.

**IN WITNESS THEREOF**, I have hereunto set my hand and seal this twenty-first day of June 2023.

\_\_\_\_\_  
Lisa Sparks,  
Orange County Board of Education



MB

**ORANGE COUNTY DEPARTMENT OF EDUCATION**

**BOARD AGENDA ITEM**

DATE: June 21, 2023  
TO: Nina Boyd, Deputy Superintendent  
FROM: Renee Hendrick, Associate Superintendent  
SUBJECT: Apportionment of Federal Forest Reserve Receipts

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**BACKGROUND:**

Funds are received each year from the United States Government from forest reserves to be used by school districts of the County within or adjacent to a United States Forest Reserve. Section 2300 of the Education Code indicates that upon approval of the County Board of Education, the County Superintendent of Schools may retain 15% of the funds and shall apportion 85% of these funds to such school districts.

The following apportionment is based on the same proportion of land of the Cleveland National Forest that exists in the component district:

Capistrano Unified	2.80%	\$ 821.08
Orange Unified	31.52%	9,243.04
Rancho Santiago Community College	15.77%	4,624.45
South OC Community College	12.57%	3,686.07
Saddleback Valley Unified	22.34%	6,551.06
Orange County Department of Education	<u>15.00%</u>	4,398.66
Total	100.00%	\$ 29,324.36

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**RECOMMENDATION:**

Approve apportionment of Federal Forest Reserve receipts in the amount of \$29,324.36

June 21, 2023

☒ Mailed    ☐ Distributed at meeting



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 21, 2023

TO: Nina Boyd, Deputy Superintendent

FROM: Lisa Sparks Ph.D., Board President  
Tim Shaw, Board Vice President

SUBJECT: Haight, Brown & Bonesteel LLP – Invoice

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RECOMMENDATION:

Approve invoice #3264669 in the amount of \$50,403.71 for Haight, Brown & Bonesteel LLP.

## Haight Brown & Bonesteel LLP

### LAWYERS

555 South Flower Street  
Forty-Fifth Floor  
Los Angeles, CA 90071

P.O. Box 17939  
Los Angeles, CA 90017-0939

www.hbblaw.com

# Haight

Telephone: 213.542.8000

Facsimile: 213.542.8100

Bill Inquiries: 213.542.8074  
accountsreceivable@hbblaw.com

Tax ID: 95-1605271

Nina Boyd, Associate Superintendent  
ORANGE COUNTY BOARD OF EDUCATION  
200 Kalmus Drive  
Costa Mesa, CA 92626-5922

Invoice No.: 3264669  
Client/Matter: OC18-0000004  
Billing Atty: GREGORY J. ROLEN  
June 7, 2023

### Representing: Orange County Board of Education

Re: ORANGE COUNTY BOARD OF EDUCATION  
General Counsel to the OCBE

Total Fees This Invoice	\$43,609.00
Total Costs Advances This Invoice	\$6,794.71
Total Fees and Costs This Invoice	\$ 50,403.71
<b>Total Due Upon Receipt</b>	<b>\$ 50,403.71</b>

BILLS ARE DUE AND PAYABLE UPON RECEIPT

THIS STATEMENT DOES NOT INCLUDE EXPENSES NOT YET RECEIVED BY THIS OFFICE

WHICH MIGHT HAVE BEEN INCURRED DURING THE PERIOD COVERED BY THIS BILLING

**TERMS: Accounts are due in full Net 30 days. If payment is not received within one month, the unpaid balance will be subject to a FINANCE CHARGE computed by a "Periodic Rate" of 1% per month which is an ANNUAL PERCENTAGE RATE of 12%.**

LOS ANGELES " ORANGE COUNTY " RIVERSIDE " SACRAMENTO " SAN DIEGO " SAN FRANCISCO

**Haight Brown & Bonesteel LLP**

213.542.8000

Re: ORANGE COUNTY BOARD OF EDUCATION  
OC18-0000004  
General Counsel to the OCBE

Invoice No: 3264669

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## PROFESSIONAL SERVICES RENDERED through 05/31/2023

Date	Description	Attorney	Hours
05/01/2023		GJR	0.70
05/01/2023		GJR	0.50
05/01/2023		GJR	0.30
05/01/2023		GJR	0.40
05/01/2023		GJR	0.30
05/01/2023		GJR	0.40
05/01/2023		GJR	0.40
05/01/2023		GJR	0.30
05/01/2023		GJR	4.70
05/01/2023		DAV	2.20
05/01/2023		DAV	0.90
05/02/2023		GJR	0.80
05/02/2023		GJR	2.80
05/02/2023		GJR	1.10
05/02/2023		GJR	0.80

**Haight Brown & Bonesteel LLP**

213.542.8000

Invoice No: 3264669

Re: ORANGE COUNTY BOARD OF EDUCATION  
OC18-0000004

General Counsel to the OCBE

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05/02/2023	DAV	1.10
05/02/2023	DAV	1.10
05/03/2023	GJR	4.40
05/03/2023	GJR	5.40
05/04/2023	GJR	0.40
05/04/2023	GJR	0.30
05/04/2023	GJR	0.90
05/04/2023	GJR	0.60
05/04/2023	GJR	4.60
05/05/2023	GJR	1.50
05/08/2023	GJR	0.90
05/08/2023	GJR	0.50
05/10/2023	GJR	0.40
05/10/2023	GJR	0.80
05/10/2023	GJR	0.30
05/10/2023	GJR	0.90
05/11/2023	GJR	0.70
05/12/2023	GJR	0.90
05/12/2023	GJR	0.90
05/12/2023	GJR	0.80



**Haight Brown & Bonesteel LLP**

213.542.8000

Invoice No: 3264669

Re: ORANGE COUNTY BOARD OF EDUCATION  
OC18-0000004

General Counsel to the OCBE

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05/15/2023	GJR	1.30
05/15/2023	GJR	0.90
05/15/2023	GJR	0.30
05/15/2023	GJR	1.50
05/15/2023	DAV	0.20
05/15/2023	DAV	2.10
05/16/2023	GJR	2.60
05/16/2023	GJR	0.90
05/16/2023	GJR	0.30
05/16/2023	GJR	1.10
05/16/2023	GJR	0.60
05/16/2023	GJR	0.90
05/16/2023	DAV	0.90
05/16/2023	DAV	0.40
05/17/2023	GJR	0.40
05/17/2023	GJR	0.30
05/18/2023	GJR	0.50
05/18/2023	GJR	0.90

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Invoice No: 3264669

Re: ORANGE COUNTY BOARD OF EDUCATION  
OC18-0000004

General Counsel to the OCBE

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05/18/2023	DAV	1.70
05/18/2023	DAV	0.30
05/19/2023	GJR	0.40
05/19/2023	GJR	3.90
05/19/2023	GJR	0.30
05/19/2023	GJR	0.30
05/22/2023	GJR	1.10
05/22/2023	GJR	0.30
05/22/2023	GJR	0.80
05/22/2023	GJR	0.70
05/22/2023	GJR	0.50
05/22/2023	DAV	0.90
05/23/2023	GJR	4.40
05/23/2023	GJR	1.90
05/23/2023	GJR	0.50
05/23/2023	GJR	0.60
05/23/2023	DAV	7.00
05/24/2023	GJR	2.50
05/24/2023	GJR	1.60

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05/25/2023	GJR	3.70
05/25/2023	DAV	4.50
05/26/2023	GJR	0.30
05/26/2023	GJR	0.90
05/26/2023	GJR	0.80
05/26/2023	GJR	0.60
05/30/2023	CC	3.30
05/31/2023	GJR	0.30
05/31/2023	GJR	0.30
05/31/2023	GJR	0.60
05/31/2023	GJR	3.90
05/31/2023	GJR	0.30
05/31/2023	CC	2.90
Total Hours		112.20

Total Fees This Invoice \$43,609.00

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Re: ORANGE COUNTY BOARD OF EDUCATION

OC18-0000004

General Counsel to the OCBE

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<b>Timekeeper</b>	<b>Hours</b>	<b>Rate</b>	<b>Amount</b>
GREGORY J. ROLEN	82.70	\$400.00	33,080.00
DONALD A VELEZ JR	23.30	\$400.00	9,320.00
CATHERINE CAWLEY	6.20	\$195.00	1,209.00
	<u>112.20</u>		<u>43,609.00</u>

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**Mileage**

04/23/2023	36.68
04/27/2023	36.68
05/03/2023	36.68
05/23/2023	36.68
05/23/2023	45.85
<b>Total for Mileage</b>	<b>192.57</b>

**Out-of-Town Travel**

05/26/2023	639.96
05/26/2023	313.65
05/26/2023	24.00
05/26/2023	320.39
05/26/2023	231.27
05/26/2023	72.00
05/26/2023	517.96
05/26/2023	353.03



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05/26/2023 142.88

05/26/2023 72.00

**Total for Out-of-Town Travel 2,687.14****Meals**

05/26/2023 720.00

**Total for Meals 720.00****Experts**

03/31/2023 3,000.00

04/25/2023 140.00

**Total for Experts 3,140.00****Parking Expense**

05/03/2023 48.00

**Total for Parking Expense 48.00****Other**

05/23/2023 7.00

**Total for Other 7.00**

Total Costs Advanced This Invoice

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\$6,794.71

Total Fees and Costs This Invoice

---

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\$50,403.71



## Haight Brown & Bonesteel LLP

### LAWYERS

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Nina Boyd, Associate Superintendent  
ORANGE COUNTY BOARD OF EDUCATION  
200 Kalmus Drive  
Costa Mesa, CA 92626-5922

#### Remit To:

Haight Brown & Bonesteel LLP  
P.O. Box 17939  
Los Angeles, CA 90017-0939  
Attn, Accounts Receivable

Invoice No.: 3264669

Client/Matter: OC18-0000004

Billing Atty: GREGORY J. ROLEN

June 7, 2023

#### PROFESSIONAL SERVICES RENDERED through May 31, 2023

Total Fees This Invoice	\$ 43,609.00
Total Costs Advanced This Invoice	\$ 6,794.71
Total Fees and Costs This Invoice	\$ 50,403.71
Balance Forward	\$ 0.00
<b>Total Due Upon Receipt</b>	<b>\$ 50,403.71</b>

**PLEASE RETURN THIS PAGE WITH YOUR REMITTANCE**



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 21, 2023

TO: Nina Boyd, Deputy Superintendent

FROM: Lisa Sparks Ph.D., Board President  
Tim Shaw, Board Vice President

SUBJECT: Special Board Meeting – July 26, 2023

---

RECOMMENDATION:

Approve a Special Board Meeting regarding Sycamore Creek Community Charter School II, to be held on July 26, 2023.

DB

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 21, 2023

TO: Nina Boyd, Deputy Superintendent

FROM: Ramon Miramontes, Ed.D., Deputy Superintendent

SUBJECT: OCDE Local Control and Accountability Plan

---

BACKGROUND:

Orange County Department of Education Local Control and Accountability Plan (LCAP) for the 2023-2024 school year was presented to the Board on June 7, 2023. As required by law the LCAP included student, parent and community partner input and was posted to the Orange County Department of Education website for public review.

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RECOMMENDATION:

Approve the Orange County Department of Education (OCDE) Local Control and Accountability Plan.

June 21, 2023

☒ Mailed ☐ Distributed at meeting

JB

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 21, 2023  
TO: Nina Boyd, Deputy Superintendent  
FROM: Ramon Miramontes, Ed.D., Deputy Superintendent, Instructional Programs  
SUBJECT: College and Career Preparatory Academy Local Control Accountability Plan

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BACKGROUND:

College and Career Preparatory Academy Local Control and Accountability Plan (LCAP) for 2021-2024 was presented to the Board on June 7, 2023. As required by the law, the LCAP includes student, parent, and community partner input and was posted to the Orange County Department of Education website for public review.

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RECOMMENDATION:

Approve the College and Career Preparatory Academy Local Control Accountability Plan.

June 21, 2023

[X] Mailed [ ] Distributed at meeting

DB

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 21, 2023

TO: Nina Boyd, Deputy Superintendent

FROM: Renee Hendrick, Associate Superintendent, Administrative Services

SUBJECT: Budget Approval for Fiscal Year 2023-24

As required by State regulations, the attached documents include the 2023-24 OCDE budget and the Criteria and Standards. The July budget reflects preliminary estimates of income and expenditures, including projected growth needs, based on information available from the Governor's May Revise.

---

RECOMMENDATION:

Approve the Annual County School Services Fund Budget of the County Superintendent of Schools.

RH:sh

DB

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 21, 2023

TO: Nina Boyd, Deputy Superintendent

FROM: Ramon Miramontes, Ed.D., Deputy Superintendent, Instructional Programs

SUBJECT: California School Dashboard Local Indicators: Orange County Department of Education Schools and Programs (ACCESS County Community, ACCESS Juvenile Hall, OCCS: CHEP/PCHS, and Orange County Special Education)

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BACKGROUND:

The State Board of Education (SBE) approved standards for the local indicators that support LEAs in measuring and reporting their progress within the appropriate priority area. For each local indicator, the performance standards are as follows:

1. Annually measure its progress in meeting the requirements of the specific LCFF priority; and
2. Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP; and
3. Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

An LEA uses the SBE-adopted self-reflection tools to report its progress through the Dashboard. The collection and reflection on locally available information relevant to progress regarding local priority areas will support LEAs in completing the self-reflection tools, reporting in the Dashboard, and in local planning and improvement efforts.

Provided an LEA satisfies the performance standards for each local indicator, the Dashboard will automatically assign a performance level of Met. If an LEA does not meet the performance standards, the Dashboard will automatically assign a performance level of Not Met or Not Met for Two or More Years, as applicable.

Local indicators for County Offices of Education include the following LCAP state priorities:

- Priority 1 – Basic Services that include appropriately assigned teachers, student access to standards-aligned curriculum, and safe, clean and functional school facilities.
- Priority 2 – Implementation of State Academic Standards
- Priority 3 – Family Engagement
- Priority 6 – School Climate
- Priority 7 – Access to a Broad Course of Study
- Priority 9 – Coordination of Services for Expelled Students
- Priority 10 – Coordination of Services for Foster Youth

Priorities 4, “Pupil Achievement,” 5, “Pupil Engagement,” and 8, “Pupil Outcomes” are directly populated on the LEA Dashboard by the CDE, based upon available data in CALPADS.

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RECOMMENDATION:

Information Only.



# Local Performance Indicator Self-Reflection

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

## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.



### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.



## Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

### Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	TBD by CDE	TBD by CDE
Total Teacher Misassignments	TBD by CDE	TBD by CDE
Vacant Teacher Positions	TBD by CDE	TBD by CDE

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0%

### Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

#### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.



Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language



## Implementation of State Academic Standards (LCFF Priority 2)

### OPTION 2: Reflection Tool

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards				4	
History-Social Science					5

**2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

**3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards				4	
History-Social Science					5



## Other Adopted Academic Standards

### 4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards			3		
Physical Education Model Content Standards				4	
Visual and Performing Arts			3		
World Language				4	

## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

## Optional Narrative (Limited to 1,500 characters)

### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: <sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

### Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.



## Sections of the Self-Reflection Tool

### Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

#### Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Building authentic, trusting relationships has been identified as the most effective strategy for increasing engagement among underserved families by Harvard researcher Dr. Karen Mapp. Feedback from recent LCAP surveys and input from parent advisory groups continues to affirm that the school's Family Engagement Team is a strength for the LEA. Serving as a bridge between schools and families, the Family Community Liaisons and Community Resource Specialists reach out to each family to establish trust and communication, welcome them to the school community, and learn about their strengths and assets. This team provides information, resources, and referrals to help families support their child's education, and coordinates services with teachers, counselors, nurses, and other support staff to meet the needs of families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Following the best practices outlined in Mapp's Dual-Capacity Framework, the LEA will focus on training teams of families and staff to create welcoming environments where cultural and linguistic knowledge is a valued asset in the school community. Teams of parents and school staff participate in state and local conferences, regional collaborative meetings, and a variety of workshops to learn techniques and strategies that are effective for building relationships with families from diverse cultural, linguistic, and economic backgrounds. Positive input from parent advisory groups these types of professional learning opportunities to support relationship building.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.



Input from parent advisory groups and data from recent LCAP surveys point to a need for more Spanish language support for families. To assure equity and access for all students and families, LEA and school-level staff will collaborate to develop a Language Access Plan. The LEA will also hire additional Family Community Liaisons to provide information, resources, and language support during school meetings and events. All Family Community Liaisons will receive extensive training on protocols and best practices for interpreting and translating, as well as the opportunity to share locally-developed tools and resources and network with other professionals through monthly Multilingual Consortium meetings.

## Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

### Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The LEA utilizes a community-based partnership model to support the needs of the whole child. Together with families, Teachers, School Counselors, Clinicians, Transition Specialists, and key community partners work together to assess student needs and develop individual student plans to support academic growth, college and career goals, and social-emotional needs. The LEA partners with a wide range of public agencies and community-based organizations to address basic needs such as food and housing; support mental health and wellness, provide guidance for college and career pathways, and offer job skills training. This collaborative approach continues to be validated by data from LCAP surveys and input parent advisory groups.



- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

On LCAP surveys, parents express the need for more information on how they can support their child's academic progress and social-emotional growth at home. To provide requested resources and tools, the LEA has increased the number of virtual as well as in-person workshops provided by our partnership agencies. Curriculum has also been aligned to address the topics most requested by parents such as college and career readiness, mental health, and substance abuse prevention. During school events, staff share techniques and materials that parents can use to help their children with goal setting, study skills, and time management. According to researcher Joyce Epstein's typology, these types of "Learning at Home" activities have the greatest impact on student academic achievement. The LEA also maintains a website with curriculum information, learning resources, and tutorials.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Feedback from educational partners and attendance data indicates that home visits are effective for engaging underserved families, especially when students are experiencing truancy issues. The LEA will increase the use of home visit teams to support families, and will also hire additional bilingual Community Resource Specialists to provide on-going case management for families with the greatest needs and link families to resources available at the school as well as in the community. The LEA will provide training for all school staff who conduct home visits.

### Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

### Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.



Strong parent participation in the District English Learner Advisory Committee (DELAC) continues to affirm its effectiveness for seeking input for decision-making. The LEA exceeded its LCAP goal for participation and regional representation in monthly meetings, increasing attendance from an average of 15 parents during the 2021-2022 school year to an average of 29 parents during the 2022-2023 school year. Parents from all regions of Orange County are now represented. The meetings are planned and conducted by parent leaders serving on the DELAC Board using the Title III Federal Program Monitoring Tool and input from families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

As a recipient of the California Community Schools planning grant, the LEA will focus on planning shared leadership opportunities and developing co-governance structures to enable families, school staff, and community members to contribute their knowledge and expertise to create a shared vision that will guide the school's continuous improvement process. Teams of parents and school staff will also participate in state and local conferences, regional collaborative meetings, and a variety of workshops to learn techniques and strategies that are effective for collaborative school decision-making process.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Parents who regularly participate in decision-making groups such as DELAC share that receiving a personal phone call in their home language is the most effective way to engage underserved families in the school decision-making process. By training parent leaders to conduct outreach to other parents, the LEA strives to build trusting, genuine relationships with families. According to research by Karen Mapp, similar programs have been effective in sustaining engagement among underserved families.

## School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

OCDE administered the 2022-2023 Climate Survey to our ACCESS Community, ACCESS Juvenile Hall, and Orange County Special Education students which include questions related to school climate and safety. The responses from these surveys provide valuable feedback as we continually evaluate our programs and services to ensure every student has the opportunity to develop and achieve both personally and academically. Research has shown that students who feel safe and connected to their school, staff, and academic program are more likely to progress in ways that positively impact their progress both in and out of school, leading to a successful college and career transition upon their graduation.

Our alternative schools and programs provide an important service and opportunity for at-risk students in Orange County, and because of the unique circumstances by which students are referred to our program, this



requires careful and prescriptive analysis in areas such as safety and a school climate that fosters student engagement and supports their personal and academic achievement.

The results of these surveys are shared with school leadership as a key component in their analysis of the student supports provided to all students as well as a critical piece in the addition or modification of actions and services in the LCAP. This analysis resulted in ongoing funding for increased academic supports, school-based mental health services for both general and special education students, as well as increased Social-Emotional Learning professional development opportunities for our staff. Additionally, our School Accountability Report Cards and the measures in our LCAP provide data and metrics related to student academic achievement, suspension, attendance, dropouts, and graduation rates. Our LEA has also adopted a comprehensive approach to address challenges related to student behavior via the Multi-Tiered Systems of Support (MTSS) framework, which ensures that all students receive the support and services they need in order to reach their full potential.

The ACCESS Community School's 2022-2023 Student Climate Survey reflected 80% of the students "Agreed" or "Strongly Agreed" that the school staff connects with students regarding their goals, plans, and interests, and 86% "Agreed" or "Strongly Agreed" that learning opportunities were both meaningful and engaging. Additionally, 76% of the Community School parents who responded indicated the school is a safe place for their child(ren). In our Orange County Special Education division, all (100%) of respondents indicated that they "Agreed" or "Strongly Agreed" that the school provides materials and learning tools that meet their educational needs and that learning opportunities provided by their schools and teachers are meaningful and engaging. 92% of the Special Education parents surveyed indicated the school was a safe place for their child(ren). These measures and responses reflect a school culture that is safe as well as responsive to student academic needs and level of engagement.

### Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1. Upon enrollment, student transcripts are evaluated to determine the coursework needed for high school graduation and ensure that each student has access to a broad course of study. Our goal is to provide all students-



which includes English Learners, Foster Youth, and socio-economically disadvantaged students- additional layers of support necessary to ensure appropriate program placement, identify any barriers they may face in accessing a broad course of study, such as basic skill levels, patterns of truancy, etc, that require intervention and resources, and the identification of staff who will partner with students and their general education teachers to monitor their courses work and related progress. Students with exceptional needs enroll in our schools through the IEP process, which ensures their access to a broad course of study and provides a process to measure student progress through subsequent IEP meetings. Additionally, all students complete an Individual Learning Plan (ILP) with their teachers to provide an opportunity for student input in setting their academic plans and goals.

2. All students have access to the core curriculum and electives necessary for graduation, including Career Technical Education (CTE) courses, delivered thru online classes, hands-on experiences, certification courses, and work-based learning programs. In 2022-2023, we introduced a Plant and Soil CTE pathway in partnership with Special Schools at HLC South, set to officially launch in September 2023, in addition to the Building & Construction pathway at ACCESS Juvenile Hall. We also implemented Exploring CTE Labs by Paxton Patterson at seven community schools, to provide students with real-world, problem-solving activities. All courses are taught by CTE-credentialed teachers and students can earn up to four industry certificates: ServSafe, iCEV Express Employment Professionals Career Preparedness, iCEV Southwest Airlines Professional Communications, and iCEV Center for Financial Responsibility Personal Financial Literacy. Students can participate in an 8-week paid internship or mentorship program at OCDE. We are implementing an internship model to offer academic credits linked to a CTE standards-aligned professional internship course. Additionally, students can take online CTE courses thru eDynamics or Edgenuity, and engage in entrepreneurial projects, participating in OCDE events where they create, advertise, and sell products. We are currently working to expand high-quality CTE programming to all sites within the next two years, ensuring accessibility for all students.

3. Barriers we have encountered are applicable to all students due to the geographical scope of our sites, which are located across Orange County in order for us to adequately support them. The opening of larger, "hub" sites has been very helpful in providing space and, thus, expanding the accessibility of all courses for our students. Another challenge is the rolling enrollment of students throughout the year, which is a natural reality in our alternative programs. To address this, we continue to review and revise our course assignment process during enrollment. By doing this, we anticipate greater success in not only offering courses to all students but also ensuring that students enroll in and complete them, as well. We are also working with our student information system team (Aeries) to maximize the tools available to provide regularly scheduled reports on courses assigned and completed. This data will inform present and future plans and goals in this area.

4. The LEA is continuing to research evidence-based, innovative ideas to ensure access to a broad course of study in alignment with the LEA's mission of college and career readiness for all students. This includes continued growth in the use of technology to overcome any geographical or transportation barriers that may exist and providing students with alternative methods for accessing courses and demonstrating their learning. Recognizing the need for timely data to monitor progress and guide our work, we are investing in the adoption or development of a database that will provide information to support the work that is being done as we measure our success throughout the year. Based upon the analysis of data, we will provide staff with evidence-based professional development to enhance and extend instructional practices that support and engage all learners and address any needs identified from the progress monitoring. These professional growth opportunities align with the principles of MTSS that are foundational in our program, including targeted support for our English Language learners and individualized remediation and intervention for students who require additional supports in order to achieve academic success. Additionally, we recognize the critical correlation between family engagement and student achievement therefore our LEA provides opportunities for families to actively invest and partner with us in their students' academic goal-setting and plans in a variety of ways, including parent committees, DELAC, and ELAC meetings, and family nights hosted by our area staff and principals.



## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					5
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					5
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					5
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					5
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.				4	

## Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					5



Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.				4	
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.				4	
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.				4	



June 21, 2023

[X] Mailed [ ] Distributed at meeting

DB

ORANGE COUNTY BOARD OF EDUCATION  
BOARD AGENDA ITEM

DATE: June 21, 2023  
TO: Nina Boyd, Deputy Superintendent  
FROM: Ramon Miramontes, Ed.D., Deputy Superintendent, Instructional Programs  
SUBJECT: California School Dashboard Local Indicators: College and Career Preparatory Academy

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BACKGROUND:

The State Board of Education (SBE) approved standards for the local indicators that support LEAs in measuring and reporting their progress within the appropriate priority area. For each local indicator, the performance standards are as follows:

1. Annually measure its progress in meeting the requirements of the specific LCFF priority; and
2. Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP; and
3. Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

An LEA uses the SBE-adopted self-reflection tools to report its progress through the Dashboard. The collection and reflection on locally available information relevant to progress regarding local priority areas will support LEAs in completing the self-reflection tools, reporting in the Dashboard, and in local planning and improvement efforts.

Provided an LEA satisfies the performance standards for each local indicator, the Dashboard will automatically assign a performance level of Met. If an LEA does not meet the performance standards, the Dashboard will automatically assign a performance level of Not Met or Not Met for Two or More Years, as applicable.

Local indicators for County Offices of Education include the following LCAP state priorities:

- Priority 1 – Basic Services that include appropriately assigned teachers, student access to standards-aligned curriculum, and safe, clean and functional school facilities.

- Priority 2 – Implementation of State Academic Standards
- Priority 3 – Family Engagement
- Priority 6 – School Climate
- Priority 7 – Access to a Broad Course of Study

Priorities 4, “Pupil Achievement,” 5, “Pupil Engagement,” and 8, “Pupil Outcomes” are directly populated on the LEA Dashboard by the CDE, based upon available data in CALPADS.

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#### RECOMMENDATION:

Information Only.

# Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
College and Career Preparatory Academy	Dave Connor, Principal	<a href="mailto:DConnor@ocde.us">DConnor@ocde.us</a> ; (714) 796-8795

## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.



### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

## Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

### Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

**Met/Not Met:** Met

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0%
Total Teacher Misassignments	0	0%
Vacant Teacher Positions	0	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0%



## Implementation of State Academic Standards (LCFF Priority 2)

Met/Not Met: Met

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA)-Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics-Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

### OPTION 2: Reflection Tool

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science					5

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science					5



## Recently Adopted Academic Standards and/or Curriculum Frameworks

### 4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards				4	
Physical Education Model Content Standards				4	
Visual and Performing Arts				4	
World Language				4	

## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

### Optional Narrative (Limited to 1,500 characters)

### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

We used the California Standards Implementation Reflection Tool as our basis for measurement in determining if we have met our criteria.



## Parent and Family Engagement (LCFF Priority 3)

**Met/Not Met:** Met

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

### Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability



Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

#### Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The number one strength of our program is the relationship between the teachers and students. This relationship, developed within a one-on-one setting, allows for informal assessments to take place that allow students to open up and discuss their needs and goals both academically and in life. By building this relationship teachers gain valuable insights into students needs to support them in alleviating barriers which then allows the students to focus on their academic endeavors. This relationship is vital in the success of our students moving forward.

To further support the needs of students in breaking down barriers that are hindering their academic achievement, the Community Resource Specialist (CRS) continues to work with students and teachers. The CRS has created and accessed regional networks of resources throughout Orange County for students to access to meet their basic needs, support students in connecting with community resources and following up with students. Through referrals from teachers and staff, the CRS connects CCPA students with community partners to ensure that they are taking advantage of resources available to them and will monitor the increased usage of services utilized by CCPA students. The CRS has monitored student needs and effectiveness by gathering data for student positive attendance rates and tracking students' post-graduation data including students planning to enroll in college or work full-time. Currently, 32% of all CCPA students have requested and received individualized resources and support, and within this group, have collectively increased their overall ADA by 30%. Additionally, 100% of CCPA students have been given information and resources on a weekly basis.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

CCPA has strived to create an inviting space for student learning at their school sites and has developed resource centers at each site for family and student use. The Community Resource Specialist has also identified regional networks of resources throughout Orange County for students to access to meet their basic needs, support the students in connecting them with community resources and monitoring their participation for each school site. Continuing to focus on student and family's needs, CCPA is in the process of organizing a new food pantry at the new regional office. While some supplies such as hygiene kits and diapers are provided out of the regional office, the dry goods portion of the pantry is still a work in progress to be opened in the near future. This will continue to build relationships with students and their families breaking down barriers to enhance student academic achievement.



CCPA teaching staff members have between 18-25 years of experience working with at-risk students. This vast source of knowledge is the strongest attribute of the program. To build capacity for authentic relationships with families from diverse backgrounds, staff have been trained in best practices for creating a welcoming and inclusive school environment. CCPA has increased opportunities for parent/family participation throughout the school year. Parents/families have the option to attend School Advisory Committee meetings, DELAC/ELAC meetings, open houses, financial aid workshops, and College and Career Week and in collaboration with the Orange County Youth Center, they are providing services on site at three CCPA school locations.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

To improve the engagement of underrepresented families, the school will align family engagement activities with culturally proficient practices and increase outreach efforts to underserved populations. A major concern expressed by our educational partners is the social-emotional well-being of our students during this time. As such, CCPA will focus on providing resources, strategies, and interventions to support engagement in learning and provide social-emotional consultation through Multi-Tiered System of Supports (MTSS) to support student achievement. To support the needs of students and their families, funding will continue to be allocated for a Community Resource Specialist. Follow-up surveys and responses will be collected throughout the school year to gather student feedback regarding connectedness to school, coping with stress, and questions to determine basic student needs to maintain the relationship between all school staff and students and families.

### Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	



## Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

To build effective partnerships for learning, CCPA provides regular opportunities for students/families to meet with teachers to discuss students' academic progress and ways that parents can support their children's academic success at home. In addition, the School Counselor and the Project Liaison meet with students one-on-one to assure that students are on track to graduate and also provide support to students and families when choosing a career pathway and planning for college. CCPA creates an Individualized Career Education Service Plan (IECSP) that identifies student needs and sets goals to support student success. As a focus for improvement, CCPA will provide staff development to train teachers in best practices for working effectively with underrepresented families. The school Principal participates as a board member for both the Orange County Conservation Corps and California Job Challenge program to further build bridges between these programs to ultimately lead to continued successful outcomes for CCPA students. Because of CCPA's participation with educational partners, the number of school events has increased and overall have had more students attending events for the year. These events are held to continue to prepare students for college, career and life, while also breaking down barriers to support student achievement. Working with educational partners and federally-funded workforce partners continues to meet the needs of the young adult student population while strengthening the relationship amongst partners. A strength of the program has been the partnerships that have developed in a collaborative effort with the California National Guard, Orange County Youth Center's Ready S.E.T. Go program and Long Beach City College, continue to provide educational services for young adults who are participating in the California Job Challenge program. Students within this program are dual enrolled in classes at Long Beach City College and CCPA. With enhancements to online classes through the LMS platform, Edgenuity, CCPA has been able to provide positive outcomes and educational supports to meet the needs of these students. Upon successful completion of both programs, students earn their high school diploma and a certificate from Long Beach City College.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

CCPA would like to see an increase in student participation in courses and classes to increase their college and career readiness. To increase student participation within school and their federally-funded workforce partner, a course has been being created that will include attending and participating in workshops provided by the partners and incorporating them into lessons with the teacher at the CCPA-CAJC site. For students not enrolled in the CAJC dual enrollment program, we will continue to make changes as needed to the course as workshops will need to be completed by students in person and scheduling and coordinating this for all students will need to be made so all students can take this elective course. This course will then support student interaction with the federally-funded workforce partners and cover basic job readiness skills to support certificate completion awards from their community partners. Additionally, CCPA will continue to focus efforts in helping students utilize resources with our educational partners, federally-funded workforce partners, and community resource specialist to help eliminate barriers that prevent them from completing their school work. Through examining our WASC Action Plan and planning for the mid-cycle report, along with evaluating LCAP needs for 2023-24 school year, it was determined a major need for our students was improving their social and emotional wellness. This need is not only reflected as a need with CCPA but with all students throughout the state. CCPA will provide mental health services to support student's social - emotional wellness in support of student achievement. It is our belief that providing mental health services will help to further break down these barriers.

Another focus area for CCPA is building and maintaining partnerships with the Local Workforce Development Board (LWDB) through the awarding of the WIOA, Title II: Adult Education and Family Literacy Act (AEFLA) grant. CCPA has been awarded this grant for four-years, July 1, 2023–June 30, 2027.



This funding allows CCPA to assist adults in obtaining a high school diploma and provides knowledge and skills necessary for adults to gain self-sufficiency, employment, and to be able to transition into advanced postsecondary and career programs.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Historically, 100% of CCPA students are at-promise formerly disengaged students and 82% of are classified as socio-economically disadvantaged. To this end all CCPA students will benefit from expanded learning opportunities that will help them attain their educational goals. Funding will be used to retain staff with extra duty hours and hiring support to provide direct services to the students. CCPA will provide all students expanded learning opportunities that will help them in attaining their educational goals through the Edgenuity learning recovery program for the 2023-24 school year as identified in the Expanded Learning Opportunities grant. To increase instructional learning time, CCPA will support students by providing more one-on-one support with educational paraeducators as well as tutoring options offered through Tutor.com that provides students access to tutoring 24/7. This one-on-one support will allow students access to tutors within CCPA, but also evening and weekend times with a virtual session with educators knowledgeable in over 250 subjects.

The Community Resource Specialist will continue to work with all students to support their needs in breaking down barriers and supporting their social-emotional well-being to increase and support student's academic achievements. This position identified regional networks of resources throughout Orange County for students to access to meet their basic needs, support students in connecting with community resources and monitor their participation. While 100% of CCPA students have been given information and resources on a weekly basis, evaluations and assessments from the community resource specialist, along with teacher feedback, indicate that more students can benefit from receiving individualized triaged resources that only a licensed clinician could provide. Mental health services would provide an appropriate range of school-based wellness support services including assessing and evaluating student behavior as it relates to academic success and personal well-being, developing placements for the social and educational welfare of students, and providing crisis response as appropriate. The mental health service provider along with the community resource specialist, will then be able to monitor student needs and effectiveness by gathering data for student positive attendance rates and the usage of services utilized by CCPA students.

In addition, CCPA's marketing plan will aim to present local families information about CCPA to improve awareness of the program to all underrepresented families. Marketing initiatives includes a direct mailer to qualified households throughout Orange County, a re-designed website for easier use and information, and social media ads to potential students and families in the areas.

### Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	



10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

### Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

CCPA values and seeks out the input of students/parents on the school's continuous improvement efforts, and encourages families to participate in advisory committees such as the ELAC/DELAC meetings, School Advisory Committee meetings and LCAP surveys. The accessibility of these meetings is a strength for CCPA. To facilitate participation by underrepresented families, advisory group meetings are held at times and locations preferred by students/parents, meetings are live-streamed and call-ins are available, interpretation is provided, transportation is available, and children's activities are offered. CCPA will continue to strive to improve by using the LCAP educational partner surveys to identify the needs of the students to increase participation at these events.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The School Advisory Committee continues to provide input, support and recommendations for the continued growth of the program, career preparation of students and opportunities for workforce training. To ensure involvement of our educational partners, CCPA's School Advisory Committee elicits input from our community partners, local business executives, CCPA staff, students and parents. The School Advisory Committee represents an organizational and technical design to ensure CCPA remains a viable enterprise, with active and effective representation of interested parties supporting a successful educational program.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The School Advisory Committee represents the diverse interests of the students and staff that make up the local school community. In an effort to gather meaningful input from all educational partners, various methods of acquiring input was conducted. Meetings via web-conferencing, phone calls, surveys online and over the phone in various languages, and committees were conducted to solicit input for use of funding to support student's education recovery. Feedback from the community and staff during the OCBF board meetings where CCPA's LCAP was presented also helps to inform the direction of the program. Individuals wishing to provide input during those meetings joined virtually or submitted written comments via email. Overall, CCPA will continue to host meetings and reach out to all students to seek input by the following:

- CCPA School Advisory Committee meeting held for public hearing and open to public comments, available through web-conferencing and phone call in.



- DELAC meeting held for parent/student questions and feedback.
- Online surveys conducted to gather feedback from students, teachers, staff, educational partners and parents.
- Email and text survey to parents in English and Spanish.
- Phone surveys conducted in English and Spanish for Parents.
- Daily meetings with staff that discuss the Local Control and Accountability Plan.
- Surveys/phone calls/meetings with educational partners from school administration, Project Liaison, SRTs, and Counselor on a weekly basis.

## School Climate (LCFF Priority 6)

Met/Not Met: Met

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

As the College and Career Preparatory Academy services students ages 16-25, and 95% of the students are 18-25, the California Healthy Kids Survey is not administered to our students. However, CCPA administers a student survey for input in establishing and meeting priorities within the LCAP. These results are communicated to school administrators and this data is used to evaluate student support services at the school sites. This analysis has resulted in increased student services, technology availability, and expansion of collaboration with community partners which allows students more pathways to careers.

The survey resulted in these key findings:

- Ninety-three percent of CCPA students surveyed felt the school was preparing them for college and/or career pathways.
- Ninety-four percent of CCPA students surveyed felt that their school provides them with textbooks and learning materials to meet their needs.
- Ninety-four percent of CCPA students surveyed felt that the school staff works with them to help them do their best.
- Ninety-four percent of CCPA students feel that at least one adult at CCPA cares about them.



## Access to a Broad Course of Study (LCFF Priority 7)

Met/Not Met: Met

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1. Student transcripts are requested at enrollment for all students. Upon enrollment, students are assessed utilizing the i-Ready online diagnostic in the areas of math and reading and are also given a career assessment. The school counselor and teacher review the transcript to ensure the proper classes are assigned to the student. An Individualized Education Career Service Plan (IECSP) is completed by the student, School Counselor, and teacher to gather input from the student regarding learning goals, interests, and transition plans. A school counselor is available to support student access to a broad course of study. In addition, each student is enrolled with a federally funded workforce provider that offers job readiness skills and career pathway opportunities.

2. All students have access to the core curriculum and electives that are required for high school graduation. New adoptions are being evaluated for EL curriculum with adoption of these books in the Fall of 2023. Previous curriculum adoptions have continued to be successful. With the Discovery Science courses, a blended learning model was implemented to include textbooks and Canvas course. CCPA continues to use the Savvas Realized and Pearson enVision Algebra books. For online classes, CCPA has seen success with the LMS system, Imagine Learning (formerly Edgenuity), that provides students with standards-based A-G curriculum that meets the needs of CCPA students in an asynchronized learning environment. This LMS platform allows students to enroll in online courses giving them additional hours of learning time and provides automatic feedback on their progress and mastery of the content. According to the Imagine Learning 2022-23 first semester report, 120 students were assigned classes online, 291 classes were taken, 86% of students stayed on pace, there was a 73% completion rate, and an overall 75% grade point average. Because of these continued successful outcomes, CCPA will continue to promote the online courses in favor of student achievement.

CCPA students also have the opportunity to take advantage of Career Education courses offered within the OCDE's Alternative Education program at various sites, and online courses to support their career interests based upon a career inventory assessment result. Additionally, students can



participate in workshops, apprenticeships and internships offered by the federally funded workforce providers and CCPA's CTE Day by completing the Leadership the Disney Way workshop.

Students also have the ability to concurrently enroll at local community colleges, exploring career pathways identified in their IECSP. CCPA, in a collaborative effort with the California National Guard, Orange County Youth Center's Ready S.E.T. OC program and Long Beach City College, continue to provide educational services for young adults who are participating in the California Job Challenge program. Students within this program are dual enrolled in classes at Long Beach City College and CCPA. With enhancements to online classes through the LMS platform, Imagine Learning, CCPA has been able to provide educational supports to meet the needs of these students. Upon successful completion of both programs, students earn their high school diploma and a certificate from Long Beach City College. Of the current 2022-23 graduates, 54 students have graduated in the first semester from CCPA and 26% of those have earned a pathways certificate in welding, automotive or construction. In the Fall of 2022, CCPA also partnered with Saddleback College to continue to promote dual enrollment for all CCPA students. Potential students can enroll with CCPA to earn their high school diploma while simultaneously enroll in up to 11 tuition-free units each semester at Saddleback College.

3. The primary barriers for CCPA students in taking advantage of the various broad course of studies offered to them are every-day life issues that affect young adults. These issues include transportation, daycare, work schedules, and family responsibilities. To support the needs of students in breaking down barriers that are hindering their academic achievement, CCPA offers a very flexible schedule, bus passes, and has recently hired a Community Resource Specialist. The Community Resource Specialist has created and accessed regional networks of resources throughout Orange County for students to access to meet their basic needs, support students in connecting with community resources, and following up with students. Through referrals from teachers and staff, the Community Resource Specialist connects CCPA students with community partners to ensure that they are taking advantage of resources available to them and will monitor the increased usage of services utilized by CCPA students. Technology and access to textbooks was identified as a barrier for students during the COVID pandemic that could have prevented students from accessing their course work, but since then, 100% of students are offered and receive a Chromebook and, as requested, a hotspot as well.
4. CCPA has continued to collaborate with workforce development partners such as the Orange County Conservation Corps (OCCC), giving its students a location in the city of Fullerton on the OCCC's campus. It continues to support Taller San Jose/Hope Builders in providing an educational component aligned with their Career Education programs in their Santa Ana and Anaheim locations. The Orange County Youth Center is another partner we continue to work with for students located through all other parts of Orange County along with a case manager on site at CCPA locations. CCPA will continue to seek out additional partnerships with workforce development partners in Anaheim and Santa Ana to give additional options for students. CCPA works very closely with all the federally funded workforce partners to ensure student success. Additionally, CCPA has given all students who enroll a Chromebook to ensure they have access to all courses and books online and if needed, a hotspot to use for internet connectivity. Along with these resources, school supplies and PPE were given to each student, ensuring all students had access to a broad course of study while returning to classes in person.



June 21, 2023

☒ Mailed   ☐ Distributed at meeting

DB

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 21, 2023

TO: Nina Boyd, Deputy Superintendent of Operations

FROM: Ramon Miramontes, Ed.D., Deputy Superintendent

SUBJECT: Orange County Department of Education Annual Summary Report

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BACKGROUND:

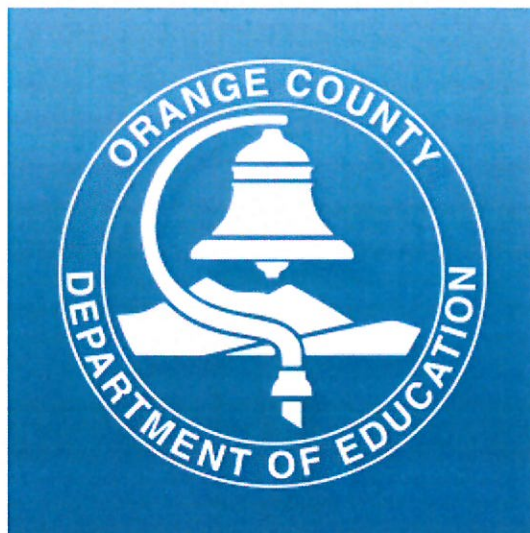
This annual report summarizes the continuous improvement supports provided to Orange County districts and schools to implement Local Control Accountability Plans and technical assistance supports provided to identified school districts eligible for Differentiated Assistance as required by Education Code 52066.

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RECOMMENDATION:

Information Only.

Orange County Department of Education  
ANNUAL SUMMARY REPORT



# 2023-2024 COE Annual Report



## Orange County Department of Education ANNUAL SUMMARY REPORT

### Background

This annual report summarizes the continuous improvement supports provided to Orange County districts and schools to implement Local Control Accountability Plans and technical assistance supports provided to identified school districts eligible for Differentiated Assistance as required by *Education Code 52066*.

### Summary

The Orange County Department of Education Superintendent of Schools will support all Orange County districts and schools (Level 1 supports) by:

- Bringing district teams together for shared learning through various networks
- Embedding continuous improvement process into all learning networks
- Providing training for curriculum and instruction and student supports
- Targeting professional learning opportunities towards needs of districts based on LCAP analysis

The Orange County Department of Education Superintendent of Schools will support Orange County districts identified for differentiated assistance (Level 2 supports) by:

- Supporting districts with data analysis to understand root causes of lower levels of performance and disparities related to performance for significant student groups identified on the California School Dashboard
- Creating action plans aimed at improving performance of identified student groups
- Providing coaching support and technical assistance to help district implementation of their action plans

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**Goal One: Local Control and Accountability Plan Approvals**

The Orange County Department of Education supports all Orange County districts in the development and approval of Local Control Accountability Plans. The following is the plan to support districts in the development and implementation of the LCAPs (adhering to the provisions/requirements of *Education Code 52066*).

Goal 1 Component	Objective	Metrics/Evidence	Actions
<b>LCAP Support</b>  <i>Completing the review of LCAPs submitted by school districts Education Code 52070.</i>	1. Provide training and technical assistance to support the planning and development of the Local Control Plans.	1. District Participation Data including: <ul style="list-style-type: none"> <li>• Attendance reports of sessions</li> <li>• Session agendas</li> <li>• Survey results</li> </ul>	A. Provide training sessions and resources for LCAP development on the following topics: <ul style="list-style-type: none"> <li>• LCAP overview</li> <li>• Engaging educational partners</li> <li>• Goal types &amp; requirements</li> <li>• LCAP metric</li> <li>• Developing actions/services aligned to identified goals</li> <li>• Understanding the Increased/Improved Services section: considering the unique needs of student groups</li> <li>• Annual Update: Goal Analysis Section/Tables</li> <li>• Budget Overview for Parents</li> <li>• LCAP approval process</li> <li>• Local board adoption and posting requirements</li> <li>• Local Indicators</li> </ul>
	2. Provide feedback to district prior to LCAP submission.	1. District participation list  2. LCAP Review checklists	A. Provide individual work sessions to district LCAP directors (program/fiscal) to provide opportunity to answer/address questions or clarify requirements of each section (4/1-4/30).  B. Provide additional technical assistance as needed to district LCAP developers throughout the spring via email, zoom and phone conferencing.  C. Districts submit draft LCAPs for preliminary review prior to local board approval within an identified submission window (5/1-6/15). OCDE LCAP review team provides explicit written feedback via the LCAP review checklists.
	3. Complete review and approval of all	1. Completion of LCAP reviews following board	A. Review team approved LCAPs, issues clarifying questions as needed and works with district leaders to ensure that all

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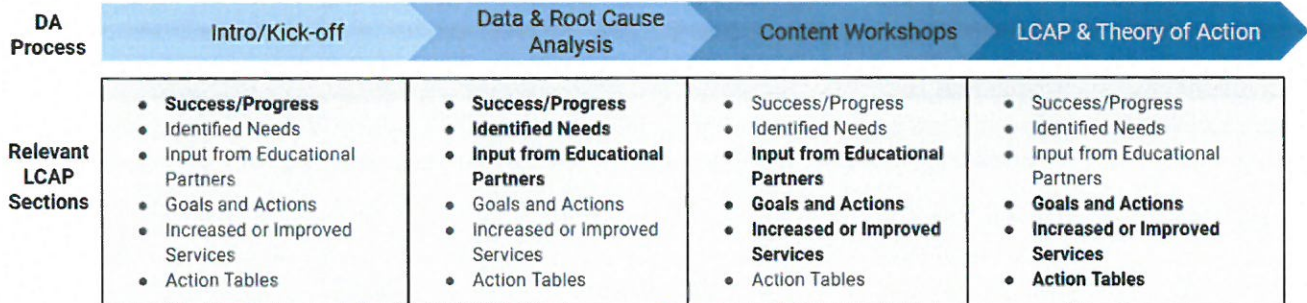
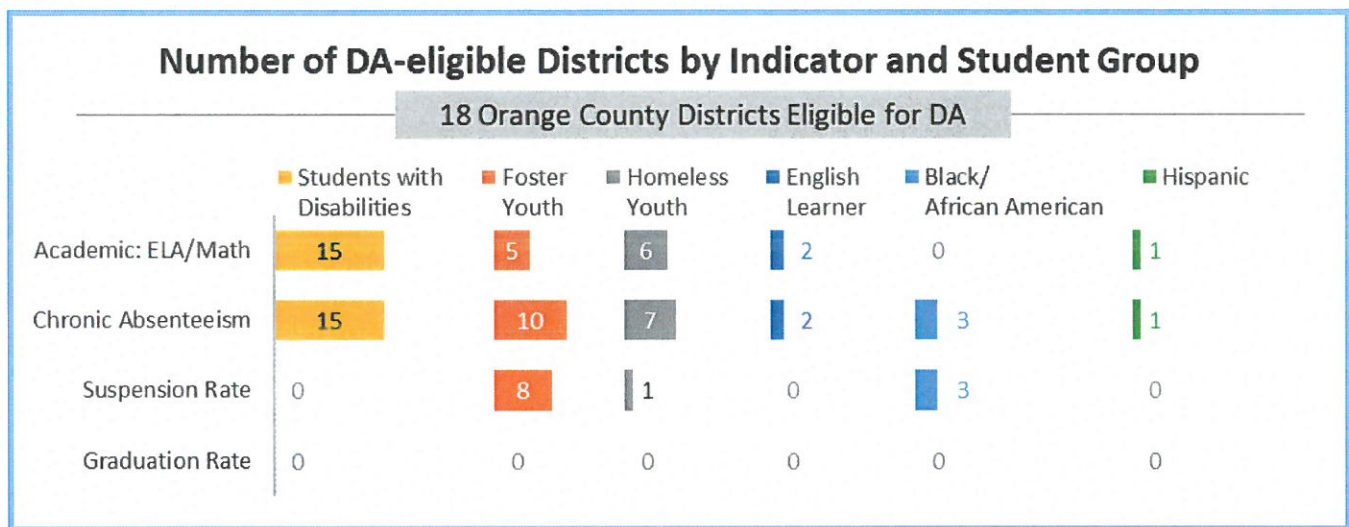
	LCAPs.	<p>adoption 8/15</p> <p>2. Completion of Approval Letters 9/15</p> <p>3. Posting of links to all board approved district LCAPs on the OCDE LCAP</p>	<p>LCAPs are approvable by the County Superintendent.</p> <p>B. Officially approve local Board approved LCAPs and provide approval letters to local districts.</p>
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# Orange County Department of Education ANNUAL SUMMARY REPORT

**Goal Two: OCDE provides technical assistance to districts who are identified by the California School Dashboard as eligible to receive Differentiated Assistance and/or other districts by request.**

OCDE utilizes the cycle of continuous improvement to support districts to Implement a Differentiated Assistance (DA) process focused on improvement science strategies: Comprehensive data and root cause analysis, systems analysis and continuous monitoring and evaluation of the effectiveness of programs, strategies and services that are designed to address the needs of our most vulnerable student groups.



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Goal 2 Component	Objective	Metrics/Evidence	Actions
<b>Technical Assistance:</b> <i>Providing technical assistance to school districts pursuant to subdivision (c) Education Code 52071.</i>	1. Support districts with initial data analysis and identification of strengths and weaknesses.	1. Data/root cause analysis session attendance 2. Root cause analysis results/identified priorities	A. Provide targeted professional learning on metrics and data for reporting. B. Provide data analysis/root cause analysis sessions to DA eligible district teams.
	2. Provide guidance to districts to identify improvement focus areas and evidence based strategies and/or programs to address areas of need.	1. Attendance sheets of professional learning opportunities: Content area consultation workshops, participation in professional learning series, coaching, professional network	A. OCDE content area/program leads provide ongoing professional learning, consultation and technical assistance to OC districts based on their identified focus areas.
	3. Provide guidance to districts to develop theories of actions related to identified priority areas which are then used to refine existing goals actions and/or develop new actions within the LCAP.	1. Attendance sheets, theory of action sessions 2. Additional actions identified as added or refined within the LCAP	A. OCDE DA team meets with individual or small groups of DA eligible district teams to support the development of theories of action and provide guidance and resources to refine LCAP goals/actions/metrics (Feb/March).
	4. Support monitoring and evaluation of	1. Monitoring and evaluation tool	A. Provide monitoring and evaluation tools and resources, meet quarterly with districts to support



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	LCAP actions developed to support improvement of the selected focus areas.	2. Qualitative and quantitative assessment data 3. Survey data	continuous progress monitoring of LCAP actions, assist with identification of additional local metrics to measure progress including street data, local academic assessments, survey data, etc.
	5. Support districts in creating coherence across strategic plans.	1. Coherence sessions - attendance sheets 2. Surveys 3. District strategic plan coherence tool	A. Provide technical support, tools and resources to districts to align district and site level plans (LCAP, WASC, UPK, ELOP, SPSAs, etc).
	6. Provide school level implementation and support as requested.	1. LCAP/DA aligned SPSAs 2. School level comprehensive needs assessment (quantitative and qualitative data) 3. Record of meeting sessions, agenda, etc.	A. OCDE will support school leadership to develop SPSAs aligned to the LCAP goals and meeting the requirements of CSI/ATSI including: <ul style="list-style-type: none"> <li>• Conducting comprehensive needs assessment</li> <li>• Identifying evidence based interventions</li> <li>• Identifying and addressing inequities</li> <li>• Monitoring and evaluating programs</li> <li>• Map initiatives being implemented across sites</li> </ul>

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**Goal Three: Provide support for continuous improvement to all districts.**

Goal 3 Component	Objective	Metrics/Evidence	Actions
<b>Additional Support</b>  <i>Providing any other support to school districts and schools within the county in implementing the provisions of Ed Code 52059.5-52077</i>	1. Align and provide professional development offerings and technical assistance, to districts and school needs around academic behavioral and social-emotional student outcomes aligned to the CA MTSS Framework and Continuum of Support.	1. Attendance records of professional development offerings including workshop series, coaching opportunities, communities of practice, etc.  2. Survey data	A. The OCDE MTSS team offers to all OC districts professional learning, customized support, and technical assistance aligned to the CA MTSS Framework and Continuum of Support. OCDE teams design engaging and interactive content with evidence-based district and school level resources and implementation tools.  B. The Curriculum, Instruction and Academic Enrichment teams provide consultation, professional learning, coaching and customized technical assistance to districts and schools as requested within the areas of Early Learning Services, Humanities, Multilingual Education and STEM.
	2. Provide opportunities for district and school leaders to collaborate and build collective capacity through network meetings.	1. Attendance at OCDE Network meetings	A. Provide monthly or quarterly opportunities for District Leaders to come together for state and local updates related to curriculum, instruction, accountability, and assessment, as well as structured opportunities to share best practices and learn from each other.



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**Collaboration:** The Orange County Department of Education will collaborate with the California Collaborative for Educational Excellence (CCEE), the California Department of Education (CDE), other county superintendents, Geographic Lead Agencies (Geo Leads), as well as System of Support (SOS) Lead Agencies to support school districts within the county in the following ways:

Actions	CCEE	CDE	CA County Supts.	Geo Leads	SOS Leads
Associate Superintendent and Executive Director of Educational Services attend Curriculum and Instruction (CISC) meetings.	X	X	X	X	X
The Associate Superintendent and Director of Learning Supports represent CA MTSS on the Statewide System of Support.	X	X	X	X	X
Executive Director and Continuous Improvement Administrator of Educational Services attend the monthly Geographic Lead Regional Leadership meetings.				X	X
The Assessment and Accountability Administrators and C.I. team attend the State and Federal Program meetings.		X			
The Administrators of Continuous Improvement attend the Regional Assessment Network.		X	X		
The Administrators of Continuous Improvement attend the DA, Data Culture and CSI Subcommittees of the Regional Geo Leads.				X	
The Executive Director, Director and Administrator of Student Achievement and Wellness attend the Equity subcommittee of the Regional Geo Leads.				X	
The Executive Director, Director and Administrator of Curriculum,				X	

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Instruction and Academic Enrichment attend the Ethnic Studies subcommittee of the Regional Geo Leads.					
The Executive Director attends the California County Superintendents meeting to present on Community Schools.			X		
Educational Services leadership attend the CISC Symposium to network and discuss all aspects of the System of Support.	X	X	X		

**Budget - COE**

Differentiated Assistance & LCAP Support Plan	23/24 Estimated Cost
LCAP: Staff salaries and benefits	\$793,935
Differentiated Assistance: Staff salaries and benefits	\$1,511,722
<b>Total Estimated Cost</b>	<b>\$2,305,657</b>