Item: Agenda - February 7, 2024
[X] Mailed [ ] Distributed at meeting

REGULAR MEETING
February 7, 2024
3:30 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 at https://youtube.com/live/6sqQPUYYjWw?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 February 7, 2024 – Adoption

(*) MINUTES — Regular Meeting of January 10, 2024 – Approval

PUBLIC COMMENTS (related to Closed Session)

TIME CERTAIN

1. Expulsion Appeal Hearing (Open) – Student #02072024001E - Saddleback Valley Unified School District.

CLOSED SESSION 1 — 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 2 — CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION Potential litigation pursuant to (d) (4) of Government Code Section 54956.9

CLOSED SESSION 3 — CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION Potential litigation pursuant to (d) (4) of Government Code Section 54956.9

INVOCATION
5:00 p.m.
Martin J. Eaton, Ph.D., Licensed Clinical Psychologist
Well Family
www.wellfamily.care

PLEDGE OF ALLEGIANCE

INTRODUCTIONS

PUBLIC COMMENTS (30 minutes)

CONSENT CALENDAR

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

(*) 3. Accept the 2nd Quarter Report on Williams Uniform Complaints for Orange County Department of Education Student Programs for the period of October 1 to December 31, 2023.

(*) 4. Adopt resolution #01-24 to recognize March 2024 as Arts Education Month.

(*) 5. Approve invoice #10407 in the amount of $69.00 for the Law Offices of Margaret A. Chidester & Associates.

(*) 6. Approve Wednesday, October 9, 2024 board meeting date.

(*) 7. Accept the 2024-2027 Orange County-wide Initial Plan for Provision of Educational Services to Expelled Students at the OCBE Board Meeting on February 7, 2024.

(*) 8. Approve invoice #3271252 in the amount of $30,877.00 for Haight, Brown & Bonesteel LLP.

CHARTER SCHOOLS

9. Charter submissions

(*) 10. Charter School Public Hearing – Orange County Academy of Sciences and Arts III
Aracely Chastain, Director, Charter Schools Unit, will facilitate the public hearing.

Discussion Format:
Orange County Academy of Sciences and Arts III
Public Comments
Board Questions

BOARD RECOMMENDATIONS

(*) 11. Board action on Skyview resolution. (Williams & Valdes)

(*) 12. Board action on SB 907 resolution. (Shaw)

STAFF RECOMMENDATIONS

INFORMATION ITEMS

COMMUNICATION/INFORMATION/DISCUSSION

(*) - Mid-Year Update of the 2023-24 OCDE/Connections Local Control and Accountability Plan

(*) - Mid-Year Update of the 2023-24 CCPA Local Control and Accountability Plan

ANNOUNCEMENTS
- Superintendent
- Deputy Superintendent

LEGISLATIVE UPDATES

COMMITTEE REPORT

BOARD MEMBER COMMENTS

PUBLIC COMMENTS

ADJOURNMENT

Renee Hendrick
Assistant Secretary, Board of Education

The next Regular Board Meeting will be on Wednesday, March 6, 2024 at 5:00 p.m. The meeting will be held onsite at 200 Kalmus Drive, Costa Mesa, CA 92626 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

Item: Meeting Minutes - January 10, 2024
[X] Mailed [ ] Distributed at meeting

MINUTES
Regular Meeting
January 10, 2024

ORANGE COUNTY BOARD OF EDUCATION
MINUTES

WELCOME

CALL TO ORDER

The Regular Meeting of the Orange County Board of Education was called to order by Board President Shaw at 3:01 p.m., January 10, 2024 in the Board Room, 200 Kalmus Drive, Costa Mesa, California and via YouTube live stream at https://youtube.com/live/_EHSZqqQR4I?feature=share, and an alternate location at Shangri-La Chiang Mai, 89/8 Chang Klan Road, Chiang Mai 50100 Thailand.

ROLL CALL

Present:
Jorge Valdes, Esq.
Lisa Sparks, Ph.D.
Tim Shaw
Mari Barke

Absent:
Ken L. Williams, D.O. (arrived at 4:00 p.m.)

AGENDA

Motion by Valdes, seconded by Barke, and carried by a roll call vote of 4-0 (Williams Absent) to approve the agenda of the Regular meeting of January 10, 2024.

MINUTES

Motion by Shaw, seconded by Barke, and carried by a roll call vote of 4-0 (Williams Absent) to approve the minutes of the Regular meeting of December 6, 2023.

PUBLIC COMMENTS (related to Closed Session) - None

The Board took a recess from 3:03 p.m. to 5:06 p.m. to go into closed session to conduct inter-district appeal hearings and Closed Session items 1-4.

TIME CERTAIN

1. Inter-district Appeal Hearing (Closed) – Student 01102024001I– Huntington Beach City School District to Newport-Mesa Unified School District.

   Motion by Barke, seconded by Shaw, and carried by a roll call vote of 3-1 (Barke, Shaw, and Sparks voted Yes; Valdes voted No; and Williams Absent) to deny the appeal and uphold the decision of the Newport-Mesa Unified School District.

   Terrance Dunn, Coordinator, Educational Services facilitated the hearing.

2. Inter-district Appeal Hearing (Closed) – Student # 01102024002I– Santa Ana Unified School District to Newport-Mesa Unified School District.

Motion by Barke, seconded by Valdes, and carried by a roll call vote of 5-0 to approve the appeal and allow the student to attend the Newport-Mesa Unified School District for the period of one academic year (2023-2024).

Terrance Dunn, Coordinator, Educational Services facilitated the hearing.

3. Inter-district Appeal Hearing (Closed) – Student # 01102024003I– Santa Ana Unified School District to Newport-Mesa Unified School District.

Motion by Barke, seconded by Valdes, and carried by a roll call vote of 5-0 to approve the appeal and allow the student to attend the Newport-Mesa Unified School District for the period of one academic year (2023-2024).

Terrance Dunn, Coordinator, Educational Services facilitated the hearing.

CLOSED SESSION 1 — 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 2 — CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION Potential litigation pursuant to (d) (4) of Government Code Section 54956.9

CLOSED SESSION 3 — CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION Potential litigation pursuant to (d) (4) of Government Code Section 54956.9

CLOSED SESSION 4 — Consultation with Deputy Superintendent of Operations regarding security of public buildings – Government Code section 54957(a)

INVOCATION — Dean West

PLEDGE OF ALLEGIANCE — Sonia Llamas

PUBLIC COMMENTS

- Cindie
- Barbara
- Tisi
- Diane
- Brenda
- Laura
- Nancy
- Bill
- Rudi
- Yvonne

- Amanda
- Angelina
- Jazzline
- Zaira
- Diane

Report Out

Mr. Brenner reported for closed sessions 1-4, the Board conducted a discussion with legal counsel, and no action was taken.

CONSENT CALENDAR

Motion by Barke, seconded by Shaw, and carried by a roll call vote of 5-0 to approve Consent Calendar items #4 through #11.

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

5. Approve new Board Meeting dates for July 2024 through June 2025.

6. Accept the monetary donation of $1,500.00 from the Council of Exceptional Children to the Special Education Division and send letter of appreciation to donor.

7. Accept the monetary donation of $6,900.00 from the University High School PTSA for Administrative Unit 4 of Special Education Division and send letter of appreciation to donor.

8. Accept the monetary donation of $5,000 to support the DHH Program.

9. Approve invoice #10384 in the amount of $103.50 for the Law Offices of Margaret A. Chidester & Associates.

10. Approve invoice #3270335 in the amount of $49,680.76 for Haight, Brown & Bonesteel LLP.

11. Receive Eide Bailly audit report for the Orange County Department of Education for fiscal year ending June 30, 2023.

CHARTER SCHOOLS

12. Charter submissions – OCASA

13. Motion by Barke, seconded by Williams, and carried by a roll call vote of 5-0 to approve the changes to the Board's standard agreement for Sycamore Creek Community Charter School II with the following amendments:
- Add "Charter school will submit its renewal petition in the final year for which the charter school is authorized to operate." at the end of paragraph C under Section II on page 34.
- Delete "not contemplated" in section K, #2 on page 39.

INFORMATION ITEMS

COMMUNICATION/INFORMATION/DISCUSSION
- Skyview Update (Valdes)

ANNOUNCEMENTS
Deputy Superintendent Renee Hendrick
- Next Regular board meeting –February 7, 2024; Submission deadline –January 24; Board packet delivery – February 2
- Office closed on January 15, Martin Luther King Day
- OCSBA Seminar from Capital Advisors on the state budget is January 17
- Youth Resource Center in Central and North – run by Probation, closing Central and moving students to North
- Video – Analee Kredel introducing Connections, Empowering Every Learner
- October 9, 2024 board date

LEGISLATIVE UPDATES

COMMITTEE REPORT
- Trustee Shaw – Webpage clean-up, delete old announcements on Board Updates page
- Trustee Williams – Website Committee

BOARD MEMBER COMMENTS
- Trustee Barke- Skyview Visit
- Trustee Valdes- Skyview, Citrus Springs Charter tour
- Trustee Shaw- Skyview Visit

PUBLIC COMMENTS

ADJOURNMENT

On a motion duly made and seconded, the January 10, 2024 board meeting adjourned at 6:41 p.m.

Renee Hendrick

Renee Hendrick
Assistant Secretary, Board of Education

Tim Shaw
President, Board of Education

The next Regular Board Meeting will be on Wednesday, February 7, 2024 at 5:00 p.m. All meetings will be held onsite at 200 Kalmus Drive, Costa Mesa, CA 92626 and via YouTube live stream.

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Item: Consent Calendar #2
February 7, 2024
[X] Mailed [ ] Distributed at meeting

BH

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: February 7, 2024

TO: Renee Hendrick, 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.

RECOMMENDATION:

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

VB:rc

Pages 9-10 removed (CONFIDENTIAL STUDENT INFORMATION)

Item: Consent Calendar #3
February 7, 2024
[X] Mailed [ ] Distributed at meeting

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: February 7, 2024

TO: Renee Hendrick, Deputy Superintendent of Operations

FROM: Sonia R. Llamas, Ed.D., Associate Superintendent of Educational Services

SUBJECT: Acceptance of 2nd Quarter Report on Williams Uniform Complaints for the Period of October 1 to December 31, 2023 for Orange County Department of Education Student Programs

California Education Code section 35186(d) requires that school districts and county operated programs report summarized data on the nature and resolution of all Williams Uniform Complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district.

The enclosed report indicates that no complaints were filed for the Orange County Department of Education Student Programs in the Divisions of Alternative Education and Special Education Services for the period of October 1 to December 31, 2023.

RECOMMENDATION:

Accept the 2nd Quarter Report on Williams Uniform Complaints for Orange County Department of Education Student Programs for the period of October 1 to December 31, 2023.

SL:ag

Orange County Department of Education
Educational Services Division

Williams Settlement Legislation

Second Quarter Report on Williams Uniform Complaints

October 1 – December 31, 2023

Education Code section 35186(d) requires that school districts and county operated programs report summarized data on the nature and resolution of all Williams Uniform Complaints on a quarterly basis to the County Superintendent of Schools and their governing board. This report includes the number of complaints filed, if any, by general subject area and identifies the number of resolved and unresolved complaints.

Division of Alternative Education

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancies or Misassignments	0		
Facility Conditions	0		
TOTALS	0		

Division of Special Education Services

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancies or Misassignments	0		
Facility Conditions	0		
TOTALS	0		

Item: Consent Calendar #4
February 7, 2024
[X] Mailed [ ] Distributed at meeting

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: February 7, 2024

TO: Renee Hendrick, Deputy Superintendent

FROM: Darou Sisavath, Recording Clerk

SUBJECT: Resolution #01-24
Arts Education Month

RECOMMENDATION:

Adopt resolution #01-24 to recognize March 2024 as Arts Education Month.

RESOLUTION OF THE BOARD OF EDUCATION
ORANGE COUNTY, CALIFORNIA

MARCH 2024
ARTS EDUCATION MONTH

WHEREAS, Arts Education, which includes dance, music, theatre, and the visual arts, is an essential part of basic education for all students, kindergarten through grade twelve, to provide for balanced learning and to develop the full potential of their minds; and

WHEREAS, through well-planned instruction and activities in the arts, children develop initiative, creative ability, self-expression, self-reflection, thinking skills, discipline, a heightened appreciation of beauty and cross-cultural understanding; and

WHEREAS, experience in the arts develops insights and abilities central to the experience of life, and are collectively one of the most important repositories of culture; and

WHEREAS, many national and state professional educational associates hold celebrations in March focused on students' participation in the arts; and

WHEREAS, these celebrations give California schools a unique opportunity to focus on the value of the arts for all students, to foster cross-cultural understanding, to give recognition to the state's outstanding young artists, to focus on careers in the arts available to California students, and to enhance public support for this important part of our curriculum; and

WHEREAS, the California State Board of Education states in its Arts Education Policy adopted in July 1989 that each student should receive a high quality, comprehensive arts education program based on the adopted visual and performing arts curriculum documents.

NOW, THEREFORE, BE IT RESOLVED, on the 7th day of February, 2024 that the Orange County Board of Education proclaims the month of March 2024 as the Arts Education Month and encourages all educational communities to celebrate the arts with meaningful student activities and programs that demonstrate learning and understanding in the visual and performing arts; and

BE IT FURTHER RESOLVED, that educational communities involve parents and community representatives in these activities and programs that demonstrate learning and understanding in the visual and performing arts and the Orange County Board of Education will distribute suitably prepared copies of this resolution to all school districts in the County of Orange.

AYES:
NOES:
ABSENT:
STATE OF CALIFORNIA, COUNTY OF ORANGE

I, Tim Shaw, President to 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 7th day of February 2024.

IN WITNESS THEREOF, I have hereunto set my hand and seal this 7th day of February 2024.

_____
Tim Shaw, President
Orange County Board of Education

Resolution #01-24

Item: Consent Calendar #5
February 7, 2024
[X] Mailed [ ] Distributed at meeting

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: February 7, 2024

TO: Renee Hendrick, Deputy Superintendent

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

SUBJECT: Law Offices of Margaret A. Chidester & Associates

RECOMMENDATION:

Approve invoice #10407 in the amount of $69.00 for the Law Offices of Margaret A. Chidester & Associates.

LAW OFFICES OF
MARGARET A. CHIDESTER & ASSOCIATES
2151 MICHELSON DR, STE 260
IRVINE, CALIFORNIA 92612-1369
(949) 474-5040

January 9, 2024

CONFIDENTIAL
ATTORNEY-CLIENT
PRIVILEGE

Orange County Board of Education
200 Kalmus Drive, P.O. Box 9050
Costa Mesa, CA 92628-9050

Attention: Mr. Tim Shaw
timcshawjr@gmail.com
Dr. Lisa Sparks
lisasparks98@gmail.com

Invoice No. 10407
Federal Tax ID# 33-0216030

Professional Services Rendered During December 2023:

MAC	.2 hrs. at $345/hr.	$69.00	**$69.00**
		ATTORNEY TIME:	**$69.00**
		TOTAL AMOUNT DUE:	**$69.00**

Item: Consent Calendar #6
February 7, 2024
[X] Mailed [ ] Distributed at meeting

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: February 7, 2024

TO: Renee Hendrick, Deputy Superintendent

FROM: Darou Sisavath, Recording Clerk

SUBJECT: October 2024 Board Date

RECOMMENDATION:

Approve Wednesday, October 9, 2024 board meeting date.

Item: Consent Calendar #7
February 7, 2024
[X] Mailed [ ] Distributed at meeting

ORANGE COUNTY BOARD
BOARD AGENDA ITEM

DATE: February 7, 2024

TO: Renee Hendrick, Deputy Superintendent, Operations

FROM: Sonia R. Llamas, Ed.D., LCSW, Associate Superintendent, Educational Services

SUBJECT: Acceptance of the Orange County-wide Plan for Provision of Educational Services to Expelled Students for the 2024-2027 triennial cycle

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BACKGROUND:

California Education Code (EC) Section 48926 requires county superintendents, in conjunction with superintendents of the school districts within the county, to develop a plan for providing educational services to all expelled pupils in that county. The initial plan was to be adopted by the governing board of each school district within the county, by the county board of education, and submitted to the State Superintendent of Public Instruction (SSPI) in 1997.

EC Section 48926 also requires that each county superintendent of schools, in conjunction with district superintendents in the county, submit a triennial update to that plan to the SSPI.

EC Section 48926 provides specifically that:

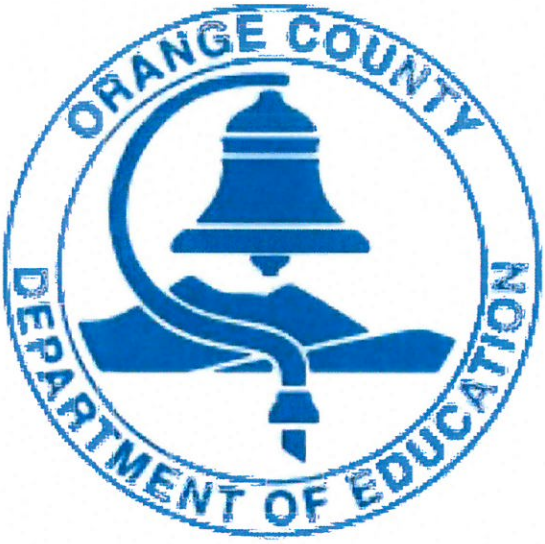
- The plan shall enumerate existing educational alternatives for expelled pupils.
- Identify gaps in educational services to expelled pupils, and strategies for filling those service gaps.
- The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, who fail to meet the terms and conditions of their rehabilitation plan, or who pose a danger to other district pupils, as determined by the governing board.

The enclosed plan is the initial draft of the 2024-2027 Orange County-wide Plan for Provision of Educational Services to Expelled Students. Once approved, the accepted plan will be forwarded to the school districts of Orange County. School districts will use this plan as a model to create their district's plan. After the districts' plans are approved by their local governing boards, all plans from Orange County school districts will be forwarded to the Orange County Board of Education (OCBE) for final approval before being sent to the California Department of Education/SSPI.

RECOMMENDATION:

Accept the 2024-2027 Orange County-wide Initial Plan for Provision of Educational Services to Expelled Students at the OCBE Board Meeting on February 7, 2024.

2024-2027
County Plan for Expelled Students



Al Mijares, Ph.D.
County Superintendent of Schools

PLAN FOR PROVIDING EDUCATIONAL SERVICES & SUPPORT TO ALL STUDENTS EXPELLED IN ORANGE COUNTY 2024-2027

General Provisions

As required by California Education Code section 48926, the Orange County Superintendent of Schools has developed an expulsion plan in conjunction with the Superintendents of the school districts in Orange County. The plan provides educational services to all expelled students in the county for school years 2024-25, 2025-26, and 2026-27. The current plan has been adopted by the governing boards of each school district in Orange County and the Orange County Board of Education (OCBE). A student whose behavior has resulted in an expulsion is provided a rehabilitation plan that ensures placement in the appropriate educational program. The accessibility of educational alternatives for expelled students varies among Orange County school districts, and not all expelled students have access to these alternatives. The **type of offense, location of offense, grade level**, and **nature of the student's individualized needs** all have the potential to affect the educational alternatives available to the student during the period of expulsion. Students expelled for any of the offenses listed in subdivision (a) or (c) of Section 48915 of the California Education Code shall not be permitted to enroll in:

- any district-operated program during the period of expulsion *unless* it is a county community school according to subdivision (c) of Education Code Section 1981,
- or a juvenile court school, as described in Section 48645.1,
- or a community day school according to Article 3, (commencing with Section 48660 of Chapter 4 of Part 27 of the Education Code).

All students who are expelled shall be referred to an educational placement that is:

1) appropriately prepared to accommodate students who exhibit discipline problems;

2) not situated at a comprehensive middle, junior, or senior high school, or any elementary school; and

3) not housed at the school site attended by the student at the time of the offense [E.C. section 48915].

In addition to the requirements stated above, such factors as **district size, district-level alternatives, county-level alternatives, Local Control Accountability Plans (LCAP),** and **district vision/mission statements (values/philosophy)** can influence the decisions by a school district board of education regarding which educational alternatives are appropriate for the students who are expelled.

Educational Alternatives for Students Who Are Expelled

The governing boards of each school district will determine which educational alternatives are appropriate and available under Education Code section 48916.1. Educational alternatives throughout Orange County for students recommended for expulsion include, but are not limited to the following options:

1. Expulsion, suspended order, with placement on the same school campus [E.C. section 48917 (a)].
2. Expulsion, suspended order, with placement on a different school campus within the district [E.C. section 48917 (a)].
3. Expulsion with referral to a district community day school program, if available [E.C. section 48660].
4. Expulsion with subsequent transfer to another district subject to acceptance by the district of proposed enrollment [E.C. section 48915.1].
5. Expulsion with referral to the Orange County Department of Education (OCDE), Division of Alternative, Community and Correctional Education Schools and Services (ACCESS) [E.C. section 1981].

A specific referral to a district community day school or county community school is made by the school district with recommendations from the district discipline review board, School Attendance Review Board (SARB), or by another established district referral process as required by statute.

The school district of residence is responsible for developing a rehabilitation plan for expelled students and referring students to an appropriate educational setting. The school district reviews the rehabilitation plan obligations of students who are expelled to determine completion for a possible return to the school district of residence. The expelled students who fail to meet the terms and conditions of the district rehabilitation plan for readmission/re-enrollment may continue to be referred to an appropriate educational setting within another district alternative program, district community day school program, or the Orange County Department of Education ACCESS program until the conditions of rehabilitation are met.

Charter School Requirements and Expulsion

Charter schools develop their policies and procedures regarding student expulsion and student dismissal subject to the requirements of Education Code Section 47605(c)(5)(J). They are not required to follow Education Code section 48900 et seq. as the basis of their discipline or expulsion policy, although by regulation, petitioners must demonstrate familiarity with these provisions. Charter schools have the option to adopt their chartering district's policy and procedures regarding expulsion.

A student who is expelled from a charter school may return to the school district of residence. As outlined in Education Code Section 47605(e)(3), if a pupil subject to compulsory full-time education under Education Code section 48200 is expelled or leaves a charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days; and shall upon request, provide that school district with a copy of the cumulative record of the pupil including a transcript of grades or report card and health information. Once the school district has documentation of the expulsion order, the provisions of Education Code sections 48915.1 and 48915.2 are used to determine whether or not the pupil may enroll in a district school or must be referred to a county community or district community day school (EC section 48915.2).

Expelled Students Who Commit Subsequent Violation(s)

The placement of expelled students who commit subsequent expellable violations will be placed in one of the following options:

- If the student commits a subsequent violation of Education Code section 48900 and following, the student may be referred to another school district alternative program or the Orange County Department of Education ACCESS program.
- If the expelled student commits another violation of the Education Code while enrolled in the Orange County Department of Education ACCESS program, the student will be placed at another community school site within the ACCESS Areas or transferred to another ACCESS Area in accordance with Orange County Department of Education Policy and Procedures.

Expelled Students Who Fail District Community Day School

Expelled students who fail their placement in a district community day school program may be placed in one of the following options:

- Other existing district educational alternatives.
- Orange County Department of Education ACCESS program, or a program operated by the Orange County Department of Education Division of Special Education Services.

- Non-public school (NPS) placements for students with disabilities may be considered by school districts if the IEP team determines an NPS is appropriate.

Special Education Students

Students eligible under the Individuals with Disabilities Act (IDEA) may be referred to the Orange County Department of Education pursuant to the Individualized Education Program (IEP) process outlined in Education Code section 48915.5 and Orange County Department of Education procedures. Students eligible under Section 504 of the Rehabilitation Act of 1973 may also be referred to the Orange County Department of Education per Section 504 procedures. School districts must take into consideration the contents of the student's IEP when making placement recommendations. **Any change in placement requires the school district to convene an IEP meeting.** The IEP team identifies a special education program and related services appropriate for the student. Placement options may include district, Special Education Local Plan Area (SELPA), or county-operated programs.

- If the district refers an expelled student to the Orange County Department of Education, the district shall convene an IEP meeting before the referral to jointly identify an appropriate special education program and related services. A representative from the Orange County Department of Education shall participate in the IEP meeting. The district or Orange County Department of Education may provide special education services per the student's IEP.
- When the IEP cannot be implemented within the Orange County Department of Education, the district of residence is responsible for providing a Free and Appropriate Public Education (FAPE) within the continuum of program options identified in its SELPA local plan.
- The Orange County Department of Education may also provide an interim alternative educational setting while a school district locates an educational placement for students eligible under the IDEA (not excluding county options) [34 C.F.R. section 300.530(g)].

Orange County Department of Education (OCDE) Options

OCDE is committed to providing a spectrum of educational options for students expelled from Orange County school districts. Educational options are provided through the Division of Special Education Services which operates the Special Schools Program for students with disabilities and Alternative, Community, and Correctional Education Schools and Services (ACCESS), a Western Association of Schools and Colleges-accredited (WASC) program serving general education and special education students. The Orange County Department of Education's VISION is Orange County students will lead the nation in college and career readiness and

success; and, its MISSION is to ensure that all students are equipped with the competencies they need to thrive in the 21st Century. In addition, the OCDE's priority is to care for, teach, and inspire all students to discover their potential as well as develop their character by empowering every learner to become successful contributors to society. As demonstrated by its VALUES, the Orange County Department of Education is dedicated to the fundamental human values of respect, responsibility, integrity, and professional ethics. Our priority is service to students, schools, districts, families, and community members.

The policy of each school district affects how the Orange County Department of Education will meet the needs of that particular school district. Some districts use the Orange County Department of Education programs as educational options for those students expelled under Education Code section 48900. The Orange County Department of Education also works with Orange County school districts to provide information and data in support of Local Control Accountability Plan (LCAP) goals and priorities, including but not limited to learning conditions, pupil engagement, school climate, and pupil outcomes.

Referral Process to Orange County Department of Education Division of Special Education Special Schools Program

OCDE Division of Special Education Services provides special education programs and services to individuals with exceptional needs requiring intensive educational services including a Deaf and Hard of Hearing (DHH) Program. OCDE Special Schools Program operates 48 classes on 13 different school sites throughout Orange County. Students are referred by their district of residence through the IEP process. Referrals to the Division of Special Education Services are made following current Orange County Department of Education procedures.

Referral Process to the Orange County Department of Education Alternative Community and Correctional Education Schools and Services (ACCESS)

The ACCESS program provides options for expelled youth at over twenty-five (25) sites contained within nine (9) Areas located throughout Orange County. Regional options may include:

- Classroom instruction serving grades 9-12, delivered daily for 240-270 minutes aligned with the State Frameworks/Standards.
- Classroom instruction serving grades 6-8, delivered daily for 240-270 minutes aligned with the State Frameworks/Standards.
- Contracted learning/independent study (IS) programs are available for whom traditional seat-time programs are not feasible. These contracted learning/independent study (IS)

programs require students to complete a minimum of 20 hours per week of educational work products. For students with disabilities, this would be considered and discussed at an IEP meeting.

- Parent-directed home instruction/independent study programs through the Community Home Education Program (CHEP) serving students in transitional kindergarten (TK) through grade 8.
- Pacific Coast High School is a University of California (UC) approved and National Collegiate Athletic Association-accredited program serving students in grades 9-12.

ACCESS Administrators regularly meet with school district representatives and agency partners to collaborate and coordinate the placement of students who are expelled. Regional meetings of the Child Welfare and Attendance (CWA) Administrators and school district Student Attendance Review Board (SARB) members provide an avenue for school districts and Orange County Department of Education representatives to discuss potential placement challenges, explore regional options, and address the needs of expelled students.

Referrals to the Orange County Department of Education ACCESS program may be made directly to the ACCESS Areas listed below. However, referrals of students eligible under the IDEA shall be made through the IEP process as per OCDE/ACCESS Special Education Procedures.

An Individual Learning Plan (ILP) will be developed for expelled students referred to ACCESS. Part of this plan includes a goal of assisting the student with meeting the requirements stated in the school district's rehabilitation plan to facilitate returning the student to the school district of residence at the completion of the school district expulsion. A Supplemental Referral Form and a Return to School District Form are developed with support from the School District Student Services Administrator to improve communication. Districts will use the Supplemental Referral Form to highlight the unique needs of students, interventions in place, and rehabilitation plans for students. When returning to the district of residence, ACCESS will use the Return to District Form to communicate student progress on the district rehabilitation plan as well as share important contact information in case questions may arise. This process addresses a service gap in previous triennial countywide plans regarding students completing the required courses before graduation during the expulsion term. ACCESS and the Orange County school districts will continue to consistently improve communications to further address all service gaps.

ACCESS and school district programs have implemented online programs that provide "a-g" approved courses, credit recovery options, and electives, including career technical education. These programs have expanded the options available to expelled and returning students seeking to satisfy the "a-g" requirements or other college-preparatory courses. ACCESS continues to provide professional development for teachers to utilize their online programs effectively. In addition, Pacific Coast High School (Administrative Area 5) offers a full range of college-preparatory courses satisfying the "a-g" requirements. EGENUITY, the online course option with "a-g" approved courses utilized by ACCESS, satisfies the subject requirements for admission into the University of California and California State University Systems.

ALTERNATIVE, COMMUNITY, AND CORRECTIONAL EDUCATION SCHOOLS AND SERVICES (ACCESS) *(Updated 9/21/23)*			
Division of Alternative Education Administration	ACCESS Administration 601 S. Lewis Street Orange, CA 92868	(714) 245-6402	Vern Burton Assistant Superintendent, Alternative Education vburton@ocde.us
ACCESS– Area 1 Harbor Learning Center – South	ACCESS– Area 1 Administration Office 15872 Harbor Blvd. Fountain Valley, CA 92708	(714) 245-6535	Ken Ko, Ed.D., Principal Kko@ocde.us Jim Perez, Interim Asst. Principal jperez@ocde.us
ACCESS– Area 2 Harbor Learning Center – North	ACCESS– Area 2 Administration Office 1240 N. Harbor Blvd. Anaheim, CA 92801	(714) 245-6700	Gilbert Sanchez, Ed.D., Principal gsanchez@ocde.us
ACCESS– Area 3 Argosy	ACCESS– Area 3 Administration Office 601 S. Lewis Street Orange, CA 92868	(714) 245-6680	Ken Ko, Ed.D., Principal Kko@ocde.us Spencer Gooch, Interim Assistant Principal sgooch@ocde.us
ACCESS– Area 4-A Juvenile Court Schools	ACCESS- Area 4-A Otto Fischer School 331 City Drive South Orange, CA 92868	(714) 935-7651	Dave Connor, Principal dconnor@ocde.us
ACCESS– Area 4-B Juvenile Court Schools	ACCESS- Area 4-B 401 City Drive South Orange, CA 92868	(657) 623-6062	Aja Cordova-Couso, Principal acordova-couso@ocde.us

ACCESS– Area 5 Community Home Education Program (CHEP), Pacific Coast High School (PCHS), Skyview	ACCESS– Area 5 Administration Office 14262 Franklin Ave. Suites 100 and 200 Tustin, CA 92780	(714) 327-1010	Machele Kilgore, Principal mkilgore@ocde.us
ACCESS– Area 6 Sunburst Youth Academy	ACCESS- Area 6 Los Alamitos National Guard Base 4022 Saratoga Ave. Building 25 Los Alamitos, CA 90720	(714) 796-8780	Dinah Ismail, Principal dismail@ocde.us
ACCESS– Area 7 College and Career Preparatory Academy (CCPA)	ACCESS– Area 7 Administration Office 1277 S. Lyon, Ste. 501 Santa Ana, CA 92705	(714) 796-8795	Fatinah Judeh, Interim Principal fjudeh@ocde.us
ACCESS– Area 8	ACCESS– Area 8 Administration Office 13110 Magnolia Avenue Ste. A Garden Grove, CA 92844	(714) 800-4234	Ruth Ramirez, Principal rramirez2@ocde.us
ACCESS– Area 9	ACCESS- Area 9 Administration Office 2428 N. Grand Avenue Suite G Santa Ana, CA 92703	(714) 245-6648	Chris Alfieri, Principal calfieri@ocde.us
ACCESS STUDENT SERVICES			
Student Services Division	ACCESS Administration 601 S. Lewis Street Orange 92868	(714) 245-6719	Ryan Cummins, Director rjcummins@ocde.us

Special Education Division	ACCESS Administration 601 S. Lewis Street Orange 92868	(714) 647-2596	Amita Cloke, Psy.D., Director acloke@ocde.us
District Partnerships and Operations *(ACCESS Staffing & Operations, Attendance & Records, Foster Youth Services, Health Services, Safe and Healthy Schools and Services)*	ACCESS Administration 601 S. Lewis Street Orange, CA 92868	(714) 245-6404	Dennis Cole, Director dcole@ocde.us
Educational Programs and Services *(Assessment, Accountability and Intervention, Educational Services, Title III – English Language Learner Services)*	ACCESS Administration 601 S. Lewis Street Orange, CA 92868	(714) 647-2593 (714) 543-8962	Katy Ramezani, Ed.D., Director kramezani@ocde.us
Title I Programs and Services	ACCESS Administration 601 S. Lewis Street Orange, CA 92868	(714) 836-0468	Lisa Lanier, Senior Administrator llanier@ocde.us
Foster Youth Services Coordinating Program	William Lyon School 401 City Drive South Orange, CA 92868	(714) 245-6654	Deana Mulkerin, Program Specialist dmulkerin@ocde.us
Attendance and Records	ACCESS Administration 601 S. Lewis Street Orange, CA92868	(714) 547-2859	Tamara Fetto, Supervising Program Data Technician tfetto@ocde.us

Summary of Gaps in Education Services to Expelled Students and Strategies for Filling Those Gaps

Previously identified gaps from the previous triennial cycle have been examined and considerable improvements have been made through a collaborative process between the twenty-eight (28) Orange County school districts and the Orange County Department of Education (OCDE). The twenty-eight (28) school districts in Orange County and the Orange County Department of Education (OCDE) have committed themselves to an ongoing process to resolve the noted service gaps.

Service Gap 1: Expelled Students in Grades K-5

Education Code sections 48900(v) and (w) encourage Other Means of Correction (OMoC), rather than suspension or expulsion, to be used to bring about appropriate conduct as part of a Multi-Tiered System of Supports (MTSS). This Multi-Tiered/Multi-Domain System of Supports includes Restorative Justice practices, trauma-informed practices, Social and Emotional Learning, and schoolwide Positive Behavior Interventions and Support, which may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions (on themselves and others), and develop meaningful methods for repairing harm to the school community. This also includes referral to a School Attendance Review Board (SARB) for students who are habitually insubordinate or disorderly during school attendance (Education Code Section 48263). Education Code Section 48900.5 lists many other means of correction that may be documented before a suspension or expulsion recommendation. While several California Education Code sections prohibit the expulsion of students in lower grades for various offenses, a student in grades K-3 can be expelled for violations of any of the other offenses. Specifically, Education Code section 48900(k) prohibits the expulsion of any student for disruption/defiance and Education Code 48900.2 prohibits the expulsion of a student in K-3 for sexual harassment. Education Code 48900.3 (hate violence) and 48900.4 (harassment, threats, or intimidation) pertain only to students in grades 4-12. As identified mainly by elementary schools and smaller districts, students in grades K-5 who are expelled do not have as many educational options available as do expelled youth in grades 6-12. In some instances, it has been difficult to place elementary school students who are expelled, especially at the K-4 level. The number of community day schools at the elementary school grade level is very limited.

Progress Made Since 2021

Orange County school districts have made gains in the implementation of Social-Emotional Learning curriculum (SEL) and Restorative Practices (RP) district-wide to develop more positive, pro-social school cultures/climates by strengthening relationships between staff and students, staff-to-home relationships, student-to-student relationships, and increase students' sense of belonging to prevent the occurrence of negative behaviors that may lead to suspensions and expulsion. School staff receive training in Restorative Practices (RP). Restorative Practices have been integrated with Positive Behavior Interventions and Supports (PBIS) to ensure student expectations are taught and reinforced positively to increase students' social and emotional skills and a sense of relationship/belonging to the community. Professional development on topics such as Trauma Informed Education, SEL Classroom Management, and universal screening of Second Step Integration will continue to be presented to school staff. In addition, school site/classroom visits by district-level administrators are conducted regularly with feedback to support and improve the implementation of SEL and PBIS and collaboratively develop the next steps with school site administrators, teachers, and staff.

A common practice for students expelled in grades K-5 is for the school district to suspend the expulsion order and refer the student to another school within the district of residence. School districts may also collaborate in the facilitation of enrollment of an expelled elementary school student into a different school district, when appropriate. School districts continue to have the option of referring expelled students to Skyview Elementary and Middle School, an Orange County Department of Education ACCESS program serving grades K-8. Skyview is a community elementary/middle school program designed to meet the needs of all at-promise children and offers community support programs for both the students and their families. ("At Promise" references the extraordinary raw potential every young person possesses. Those of us who work with youth from difficult backgrounds prefer the term "at-promise youth." The term views youth through a strength-based perspective.)

Ongoing Strategies for Addressing This Gap

Students in grades K-5 who are expelled may be served through the following school district or Orange County Department of Education alternative education programs:

- Transfers within the home district (offered through suspended expulsion) to another school site.
- Transfers to another school district.
- Private school/Non-Public School (NPS) enrollment/placement (NPS is only for Special Education students) may be appropriately offered.
- Blended/Online Learning Practices are available in some school districts.

- Skyview Elementary/Middle School, located in Orange, CA, is operated by the OCDE ACCESS program and serves students in grades K-8. Skyview 7th and 8th-grade programs will be reorganized and discontinued on a comprehensive school site.
- Students in grade 5, on a case-by-case basis, may be referred to other ACCESS school sites depending upon class composition at the time of referral.

The Orange County Department of Education continues to review the ongoing need for an elementary-level regionalized community school program to serve elementary-aged students who may be expelled from their school district. Over the past five years, the number of expulsions for Orange County students in grades K-6, as reported to *DataQuest*, are as follows:

Year	K-3	4-6
2017-18	0	9
2018-19	0	9
2019-20	0	0
2020-21	0	0
2021-22	0	3

Orange County school districts continue to support one another and offer alternative placement options whenever possible, taking students who were expelled for non-mandatory expellable offenses, especially in larger districts with community day school options or special classrooms on their sites. School districts are also expanding interventions through a Multi-Tiered System of Supports (MTSS) framework with evidence-based programs such as Positive Behavior Intervention and Supports, Restorative Practice (RP), Mindfulness Practice, Trauma-Informed Care Perspective and Resources, and Social and Emotional Learning (SEL) resulting in reduction of expulsions at the elementary grade level. In addition, the tiered interventions and strategies of the Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) processes are being implemented as preventative/early warning measures to reduce the number of suspensions and expulsions through a strength-based approach focusing on students' behavior (academic, attendance, social-emotional) challenges and family support.

Challenges to Addressing This Gap

- The location of the Skyview Elementary and Middle School site in proximity to the district of residence may pose a challenge to student attendance.
- To attend Skyview or other schools in neighboring school districts, students may require transportation. However, neither the districts nor ACCESS provide transportation which

is a challenge for some students to attend schools outside of the boundaries of the district of residence.

- Though the number of expulsions at the elementary level is low, finding suitable school placements for students who are expelled continues to be a challenge/service gap for some elementary school districts.
- The low number of elementary students in grades K-5 who need alternative placements as a result of expulsions continues to make it impractical and cost-inhibitive to sustain the operation of multiple school sites/programs throughout the county and provide mental health resources, staff, and services.

Service Gap 2: Limited Special Education Placements in ACCESS

The Orange County Department of Education is committed to expanding program options for students with exceptional needs expelled from school district programs. As identified through communications with SELPA and District-Special Education Directors, programs for emotionally disturbed and dual diagnosis (Emotionally Disturbed and Developmentally Delayed) students have been developed in some school districts as well as the OCDE Special Schools program. In addition, ACCESS continues to evaluate its Special Education services to provide a continuum of placement options. When a student's unique needs cannot be accommodated through existing OCDE program alternatives, the district of residence will continue to facilitate placement to support the unique needs of individual students through district and non-public agency/non-public school (NPS) placements.

Progress Made Since 2021

Orange County school districts have continued to expand efforts to provide services to students within their attendance area reducing the need for referrals to ACCESS and the OCDE Special Schools program. The Orange County School Districts and OCDE will provide ongoing monitoring of the need for additional Special Education services for expelled students. The ACCESS program is prepared to respond to increased demands as conditions warrant in the future.

Orange County school districts have increased the number of mental health staff independently and in partnership with the Orange County Department of Education (OCDE) to provide more resources for students who may be experiencing social and emotional issues, including students with disabilities. To promote belongingness, inclusion, and educational equity, Orange County school districts have expanded recruitment and retention of students with disabilities for athletic programs and co-curricular engagement. For more inclusive classroom instruction, the blending of co-teaching and General-Special Education collaborative classes for students with disabilities have continued to increase to destigmatize the services and supports of students with IEPs which has resulted in healthier and safer school cultures and climates. Unified Sports programs are

available in Orange County school districts. This program focuses on the inclusion of students with disabilities in athletics and has helped change the culture on the campuses. Students with disabilities continue to be included in more school-wide programs thus increasing program offerings and opportunities.

Programs for Students with Intensive Mental Health Needs:

- ACCESS and Orange County school districts have been able to expand the number of licensed mental health clinicians and school psychologists over the past several years even though finding qualified candidates has been a challenge. This has allowed for increased support during the school day while students are on campus. Continued expansion of programs for students with intensive mental health and behavioral needs is contingent upon the location of school sites that can accommodate such programs and sufficient enrollment to maintain such programs. Additional training in various behavior management strategies for both general education and special education teachers can support the increased needs of students with mental health and behavioral needs.

Programs to Expand Continued Services for Special Education Students:

- Expanding program options for special education students continue to be evaluated through OCDE, Orange County SELPA Directors, and Orange County School Districts.
- OCDE Special Schools and ACCESS provided a joint survey to the OC SELPA Directors in Spring 2023 seeking information on special education program needs.

ACCESS will continue to utilize its Director of Student Services/Special Education as well as Special Education Administrative Liaisons/Coordinators to facilitate participation in district IEP team meetings when a referral for an expelled student is made to ACCESS. In addition, ACCESS has continued to increase its special education staff including a focus to address the increased mental health needs of students with disabilities. ACCESS can provide intensive counseling services by credentialed and/or licensed mental health professionals and school psychologists who will continue training in Trauma Informed Care, Crisis Response, and Restorative Practice. Small group therapy programs have also been developed to address issues that impact social functioning within the classroom and community, such as social skills, anger management, and various coping skill strategies.

All ACCESS mental health professionals will continue to receive training in the most current evidence-based protocols in various therapeutic therapies to address the changing needs of our students.

Ongoing Strategies for Addressing This Gap

To help address gaps/needs, the Orange County Department of Education Special Schools and ACCESS have provided a joint survey to the Orange County Special Education Local Plan Area (SELPA) Directors seeking information on special education program needs. In addition, school

districts continue to create, expand, and have success with community day school programs for expelled students with special needs as an option to county-operated and non-public school placements. ACCESS provides an inclusive educational setting with students mainstreamed into general educational programs. Placement at non-public schools (NPS) continues to be an option for school districts as well. In addition, districts are utilizing various flexible scheduling opportunities along with alternative education options to meet IEP goals, provide related services, and fulfill the requirements of the rehabilitation plan.

Challenges to Address This Gap

- Establishing a regionalized program in an alternative school setting to support the academic and socio-emotional needs of students with disabilities that can be operated and maintained based on an unpredictable number of student referrals as well as transportation barriers poses ongoing challenges. These challenges impact the sustainability of regionalized special education programs operated by the Orange County Department of Education. Although some school districts have expressed a need for a self-contained special day class (SDC) for students with intensive emotional and/or behavior disorders, this has not been sustainable for the Orange County Department of Education ACCESS programs due to the minimal number of students being referred and the cost to staff and maintain such a program. Challenges to addressing Service Gap #1 may also have been a contributing factor to the limited number of referrals for establishing such a program.

- Placement in a non-public school due to the limited space and program offerings at the Orange County Department of Education ACCESS, when there is capacity, is a financial strain for Orange County school districts.

- Orange County Department of Education ACCESS providing a FAPE for all students with disabilities continues to be a concern expressed by some school districts. Based on the smaller class sizes in ACCESS and the individualized instructional model through contracted learning, the structure of the school day differs from a traditional school schedule and often requires modification of the IEP.

- Combined programming of middle school and high school programs continues to be an ongoing challenge. There is a desire to provide separate classes/programs for middle school students to better address their unique developmental and social-emotional needs, however, the low numbers of referrals/enrollment of middle school students make it difficult to maintain separate programs.

- Promoting (appropriately messaging) the positive advantages and supportive benefits of the Orange County Department of Education ACCESS to parents and caregivers of students with disabilities who have been expelled continues to be a challenge as they may view the program as a punitive/juvenile detention measure with a shortened school day.

Misunderstanding the program may lead to apprehension and rejection of accepting the offer to engage in the program.

Service Gap 3: Rehabilitation Failures

Students who are expelled fail, at times, to satisfy/fulfill the school district expulsion rehabilitation/readmission plans during the expulsion term continue to be a concern for reentry to the school district in conjunction with general issues about student transition. On occasion, students do not meet the provisions of the expulsion rehabilitation plan and fall behind in their academic studies. In these cases, students are at higher risk of not completing their necessary credits and risk of school drop-out.

Progress Made Since 2021

Over the past three years, the Orange County Department of Education has continued collaboration and ongoing engagement with the Orange County school districts to identify systematic approaches to facilitate the regular transfer of the rehabilitation/readmission plan upon referral of an expelled student, as well as identify community resources available to support students in meeting their district rehabilitation plan requirements.

Orange County Department of Education ACCESS/Division of Alternative Education Administration helps to promote frequent, ongoing communication between the parents/caregivers, school districts, the county community schools, ACCESS directors, coordinators, principals, and assistant principals. In addition, the ACCESS Student Attendance Review Board (SARB) process continues to undergo improvement and ACCESS utilizes one of its staff members in truancy court to make sure students attend school and are connected to community resources and social services.

Ongoing Strategies for Addressing This Gap

Orange County school districts will provide ACCESS a copy of the rehabilitation/readmission plan when referring an expelled student. ACCESS staff will review the rehabilitation/readmission plan with the student and, as appropriate, the student's parents, and will assist the student in completing their plan requirements. Orange County School Districts and ACCESS have implemented the use of a supplemental referral form when students are referred to an ACCESS program. This form includes specific information about a student's needs as well as progress and action items needed to complete the rehabilitation/readmission plan requirements. School district staff will continue to monitor student achievement toward rehabilitation/readmission plan requirements throughout the term of expulsion while educational services are provided by ACCESS or private agencies. For students struggling to meet rehabilitation/readmission plan requirements, the student consultation team process may be considered to provide additional support. The continued two-way communication and

collaboration between ACCESS and school district personnel will remain a priority. Enhanced communication promotes student success and allows for early intervention when students are falling behind in/not meeting the rehabilitation/readmission plan terms. In addition, communication is vital between the school districts and ACCESS regarding the status of students who are returning to the school district. When returning to the school district, ACCESS staff will continue to use the Student Transition form to communicate information on the student's completion of the rehabilitation/readmission plan.

School districts continue to expand their programs and services to support expelled students by hiring additional staff and assigning specific duties to staff to monitor the completion of the student's rehabilitation/readmission plan and to communicate/collaborate with ACCESS and other programs. In addition, to meet the academic needs of the students and to ensure that they acquire the necessary credits to meet the graduation requirements, districts have expanded their instructional programs to include enhanced Summer School and after-school programs, district online instruction, and tutoring support for expelled students. Furthermore, upon re-entry to the school district, students will continue to be closely monitored and supported by school staff through the creation of a behavior contract, needs assessment survey, and the opportunity for alternative placement at a different school site within the district.

The Orange County Department of Education will continue to explore with districts how to utilize and expand existing interventions/supports to ensure student success with the completion of the rehabilitation/readmission plan by hosting networking opportunities through the Child Welfare and Attendance (CWA)/School Attendance Review Board (SARB) Network Meetings series and conducting an interactive Expulsion Supports training in addition to a Student Discipline Investigations training. This includes the inclusion of community non-profits and private agencies/programs to assist in carrying out individual student rehabilitation/ readmission plans.

Challenges to Address This Gap

- Communication between the school districts and Orange County Department of Education ACCESS in ensuring that the student completes the school district's rehabilitation/readmission plan continues to be a challenge. In some cases, the challenge is evident when school districts do not directly or promptly share the student's rehabilitation/readmission plan with ACCESS, thus leaving this task to parents and students to provide.
- There continues to be a need to identify additional intervention services for students to meet the specific requirements of their rehabilitation/readmission plans especially when involving mental health services and attendance supports.
- During the expulsion term, students may not be offered the classes that are required for high school graduation or are unable to successfully/pass the high school required

courses. Because of the limited offer of the high school graduation required course load, some students are credit deficient upon return to the school district's traditional program.

- For students with IEPs, coordinating the successful completion of the rehabilitation/readmission plan and obtaining school board approval before conducting the transition IEP meeting continues to be a challenge.

Service Gap 4: Mental Health Services

Orange County school districts continue to experience an increased need for mental health services and a shortage of affordable and accessible student options for services. Notwithstanding, the progress the OC school districts have made in addressing student mental health services by hiring additional district and site-based personnel, providing ongoing training, establishing/extending provider contracts, providing telehealth services, and securing additional funding, the growth in the need for student services continues to outpace the provided services of the school district.

Progress Made Since 2021

The Orange County Department of Education will continue to work to promote school and community partnerships and professional development to address the mental health needs of students, especially in light of the effects of COVID-19. The development of Local Control Accountability Plans gives greater attention to the mental health needs of students and the OCDE will assist districts as they strive to find ways to address the social-emotional needs of their students and support the "whole child".

> *Strategic Priority 8 – The Whole Child*
>
> *Rapid change, economic uncertainty, and technological overload can be unsettling and stressful. Students face daunting challenges of many kinds. Orange County educators can assure that learning environments are safe, healthy, supportive, and foster a strong sense of community from early childhood education through high school. OCDE will prioritize support for the whole child that assures personal flourishing and the development of good citizens who can make strong contributions to their communities.*

OCDE, which heads the California SUMS (Scale Up Multi-Tiered System of Support) initiative, continues to provide technical assistance to many Orange County School Districts in the areas of Academic, Behavioral, and Social/Emotional support. Orange County Department of Education continues to share local resources through network meetings, emails, and PADLETS. The Orange County Department of Education ACCESS program will continue to work with districts to identify and assist expelled students who have mental health needs and whose family needs resources to care for the whole child. To this end, ACCESS has several mental health professionals. Orange County Department of Education ACCESS will continue to provide more

intensive counseling services by credentialed and/or licensed mental health professionals trained in **Trauma Informed Care** and Restorative Practice. In addition, Orange County Department of Education ACCESS mental health providers are trained in **Trauma-Focused Therapy**. The OCDE, Orange County SELPAs, and school districts continue to assess any gaps resulting from changes in the funding structures to ensure the availability of appropriate mental health services for all students expelled from school.

Ongoing Strategies for Addressing this Gap

OCDE was awarded the **Mental Health Student Services Act (MHSSA) Grant** in partnership with Orange County Health Care Agency (OCHCA) through December 2024, to strengthen mental health partnerships between county mental health or behavioral health departments, community-based organizations, and Orange County school districts to increase access to mental health services and remove barriers to better serve our students and families in their mental health needs. Expected outcomes related specifically to serving and supporting expelled students are as follows:

- Improving timely access to services *(Coordinating services for school districts with other county-wide K-12 services providers, including OCDE, and County Mental Health and Recovery Services)*
- Reducing barriers to needed services *(Supporting in the development and revision of district mental health processes and protocols and guiding improvements to district protocols)*
- Vetting and creating resources and tools for school staff
- Increasing linkages to mental health services for districts
- Increasing training on mental health topics for educators, administrators, parents/families, and students *(Trainer of trainer opportunities for school-based mental health staff utilizing evidence-based approaches)*
- Improving awareness and understanding of mental health topics and knowledge of how to navigate services
- Reducing negative student outcomes *(e.g., effects of suspensions/expulsions on mental health, chronic sadness/depression, anxiety, suicide ideation, suicide rates, chronic absenteeism, school failure, etc.)*
- Providing Crisis response to support students, families, and school staff in collaboration with the Crisis Response Network Team
- Supporting Student Attendance Review Board (SARB) panels
- Conducting Group counseling and education for students *(e.g., Cognitive Behavior Intervention for Trauma in Schools [CBITS] and Bounce Back training for staff)*

- Hosting student presentations through WellSpaces
- Providing and Training for care coordination for individual students

To accomplish these goals as a Community of Practice, the grant provides funding for Regional Mental Health Coordinators (RMHC), Behavior Intervention & Mental Health Services Coordinator, Wellspace Coordinator, and Substance Use & Mental Health Services Coordinator under the supervision of an MHSSA Grant Program Manager.

In support of the school district's efforts to build infrastructure and staff capacity within the best practices according to the School-Based Mental Health Alliance, the MHSSA Grant Team has identified fully-vetted tools and provided support for the following school-based mental health programs:

- Trauma-informed schools that promote feelings of physical, social, and emotional safety in students. These resources will help develop a shared understanding among staff about the impact of trauma and adversity on students and staff.
- Suicide Prevention resources to assist with compliance with AB 2246 and AB 1767.
- School-Based Health Centers offer a full range of age-appropriate healthcare services, typically including primary medical care, mental/behavioral health care, dental/oral health care, health education, substance abuse counseling, case management, and nutrition education.
- The SHAPE System has the tools teams need to improve school mental health programming by providing school mental health quality assessment, a resource library, custom reports, and a library of free and low-cost screening and assessment measures. The following guides align with the MHTTC National School Mental Health Curriculum.
- School mental health screening is a systematic process to identify the strengths and needs of students. It supports student identification who may be experiencing or are at risk of experiencing social, emotional, and/or behavioral difficulties. The following national resources provide screening measure examples and guidance on how to support youth with early identification strategies.
- School-Based Mental Health Programs from the county, state, and national resources guide the development, implementation, evaluation, and sustainability of student mental health programs and services.
- Medi-Cal-funded services to fund and sustain school-based mental health services.

Moreover, to lower the student-to-mental health staff ratio and increase students' access to services, school districts have continued to hire more counselors, therapists, psychologists, social workers, clinicians/specialists, administrators/coordinators and increase the number of partnerships with community agencies to expand student access to mental health services, crisis response services, and special education services. Some school districts have shifted the duties

and responsibilities of staff and provided additional training to include the delivery of mental health support services, threat assessment protocols, student safety plans, and community coordination/partnerships for mental health services for students. School districts have placed particular focus on at-promise students, low socio-economic students, Homeless (McKinney-Vento) and Foster Youth, LGBTQIA+ students, and students with irregular school attendance. Collaboratively, OCDE and Orange County school districts will continue to address the need for additional student mental health training and technical assistance for implementing behavior supports and strategies. To improve the implementation of Positive Behavior Intervention and Supports (PBIS) strategies schoolwide, some districts have established School Climate Lead Teachers and Teams at each school site to enhance the collaboration and coordination of the multi-tiered framework of support for which they receive Team Booster Training, PBIS Technical Assistance, and Active Supervision from OCDE Systemic Leadership and Continuous Improvement Unit.

Challenges to Address This Gap

- The distribution of community mental health resources and services, specifically mentorship services, are not equitably dispersed or available throughout the communities within the Orange County school districts.
- The rate of increase in the need for student mental health services continues to rise steadily; keeping pace with the need for services and support continues to be a budgetary and human resource challenge.
- Maintaining consistency and adequate staffing at the county level, district level, and school sites continues to be a challenge.

COUNTYWIDE BEHAVIOR INTERVENTIONS AND BEST PRACTICES TO PREVENT & ADDRESS SUSPENSIONS AND EXPULSIONS

Orange County schools seek to minimize the number of expulsions by establishing prevention and early intervention practices. School districts pursue a variety of strategies to educate students and establish a safe and caring climate to prevent student misconduct. When warranted, disciplinary measures are implemented consistent with district policies and procedures to ensure fair and consistent disciplinary measures. These efforts will continue to prevent any disproportionate representation of minority students recommended for expulsion.

Expulsions occur when student and campus safety is threatened or when other means of correction have not been successful. School districts engage in several preventive and proactive strategies including but not limited to the following:

- Adult Mentoring of Students
- After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
- Alternate Suspension Classrooms (ATS)
- Annual Notice of Parent Rights and Responsibilities
- Anti-bullying Programs
- Any of the alternatives described in Section 48900.6 related to community service
- Athletic Drug Testing
- Automated Telephone Notifications
- Behavior Skills Group
- Brief Intervention Counseling (Substance Abuse Counseling)
- Canine Solutions for Contraband Canine School visits
- Care Solace, a mental health concierge service
- Character Counts
- Check-in, Check-out
- Classroom Management training for administrators and teachers
- Clifton Strengths Finder
- Come Walk In My Shoes (abilities awareness)
- Community Partnership
- Conferences between school personnel, the pupil's parent or guardian, and the pupil.
- Conflict Mediators/Conflict Resolution Services
- Connect4Kids Psychological Services
- Coordinated Approach to Children's Health (CATCH)
- Crisis Response Network (CRN)
- Everfi for restorative practices and modules to address student mental health and wellness
- Enrollment in programs for teaching prosocial behavior or anger management
- Every 15 Minute Program
- Friday Night Live

- Gang Resistance Intervention Partnership (GRIP)
- Grad Night Activities
- Hazel (Tele-) Health
- Homework Clubs
- In-school Suspensions
- Juvenile Alcohol and Drug Education (JADE), PRYDE Program, Outreach Concern, Straight Talk, Western Youth Services and Other Community Counseling Partnerships
- Kindness Assemblies
- Link Crew
- Mindfulness practice/implementation of Mindful Mondays
- Multi-Tiered System of Support Framework (MTSS Continuum of Support)
- Online Classes and Credit Recovery Opportunities
- Other Means of Correction (OMC) and early intervention training for administrators and teachers
- Outreach Concern
- Parent Meetings and Information Nights
- Pathways program through California Youth Services
- Peace Week (Anti-bullying week)
- Peer Assistance League (PAL)
- Peer Court
- Police Cadet Programs
- Positive Behavior Intervention and Supports (PBIS)
- Random Acts of Kindness
- Red Ribbon Week
- Referrals for comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
- Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.

- Restorative Practices (RP)
- Robyne's Nest
- Safety Task Force
- St. Jude Hospital Grant
- Saturday School
- Say Something Anonymous Reporting System
- School-based Trauma-Informed Care Perspective and Resources training for school personnel
- School Attendance Review Board (SARB)
- School Attendance Review Team (SART)
- School counseling website with online counseling for self- and peer-referral services
- School Postings and Notices
- Seneca Family of Agencies
- Social Emotional Learning (SEL) Curriculum vetted CASEL such as Second Step and Sanford Harmony
- Stanford Tobacco Prevention Toolkit
- Student Behavior Contracts
- Student Behavioral Health Incentive Program (SBHIP)
- Student Clubs and Organizations
- Student Safety Plans
- Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and their parents
- Successful Mind for School, Work, and Life
- Text-A-Tip
- Thrively (as an interests/strengths assessment and career explorer curriculum)
- TUPE/DATE activities
- Tutoring
- Universal Design for Learning (UDL)
- Villages of California

- Violence Prevention Curricula
- Violence Prevention Education Services
- WellSpace
- Western Youth Services
- WEB (Where Everybody Belongs)

In the unforeseen event of school building closures due to a health/safety response, OCDE will adhere to the Governor's Executive Orders to provide additional proactive and preventative strategies and resources to address student needs such as:

- Care and Support Hotlines to share need-based district and community resources
- Virtual programming for credit recovery for students to meet the academic objectives of the Rehabilitation Plan
- Virtual calming rooms with multifaceted approaches to reduce stress, improve mood, and assist with academic functioning by addressing social-emotional barriers
- Online Needs Surveys for staff, students, and families
- Teletherapy/telehealth for social-emotional support and stress reduction for students
- Virtual small group counseling sessions for students

Item: Consent Calendar #8
February 7, 2024
[X] Mailed [ ] Distributed at meeting

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: February 7, 2024

TO: Renee Hendrick, Deputy Superintendent

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

SUBJECT: Haight, Brown & Bonesteel LLP – Invoice

RECOMMENDATION:

Approve invoice #3271252 in the amount of $30,877.00 for Haight, Brown & Bonesteel LLP.

Haight

LAWYERS

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

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

www. hbblaw.com

Telephone: 213.542.8000
Facsimile: 213.542.8100

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accountsreceivable@hbblaw.com

Tax ID: 95-1605271

Renee Hendrick
ORANGE COUNTY BOARD OF EDUCATION
200 Kalmus Drive
Costa Mesa, CA 92626-5922

Invoice No.: 3271252
Client/Matter: OC18-0000004
Billing Atty: ROLEN, GREGORY J.
January 16, 2024

Account Statement

Invoice Number	Invoice Date	Matter Number	Billing Attorney	Invoice Amount	Balance Due
3270335	12/12/2023	0000004	01123	$49,680.76	$49,680.76
		Total Outstanding Balance			$49,680.76
		Total Amount Due on this Invoice			$30,877.00
		Total Balance Now Due			**$80,557.76**

Aging of Past Due Amounts

0-30 Days	31-60 Days	61-90 Days	91-120 Days	Over 120 Days	Total Past Due
$49,680.76	$0.00	$0.00	$0.00	$0.00	$49,680.76

Haight Brown & Bonesteel LLP

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Forty-Fifth Floor
Los Angeles, CA 90071

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

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Tax ID: 95-1605271

Renee Hendrick
ORANGE COUNTY BOARD OF EDUCATION
200 Kalmus Drive
Costa Mesa, CA 92626-5922

Invoice No.: 3271252
Client/Matter: OC18-0000004
Billing Atty: GREGORY J. ROLEN
January 16, 2024

Representing: Orange County Board of Education

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

Total Fees This Invoice		$28,971.00
Total Costs Advances This Invoice		$1,906.00
Total Fees and Costs This Invoice	$	$30,877.00
Balance Carried Forward from Previous Invoice(s)		49,680.76
Total Due Upon Receipt	**$**	**$80,557.76**

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%.

PROFESSIONAL SERVICES RENDERED through 12/31/2023

Date	Description	Attorney	Hours
12/01/2023		GJR	5.80
12/04/2023		GJR	0.90
12/04/2023		GJR	3.60
12/04/2023		DAV	0.30
12/04/2023		DAV	0.90
12/05/2023		GJR	0.90
12/05/2023		GJR	6.80
12/05/2023		GJR	0.60
12/05/2023		GJR	0.30
12/06/2023		GJR	0.30
12/06/2023		GJR	0.30
12/06/2023		GJR	0.30
12/06/2023		GJR	3.80
12/06/2023		GJR	3.30
12/06/2023		CC	0.40
12/07/2023		GJR	0.80
12/07/2023		GJR	0.90
12/07/2023		GJR	4.30

12/11/2023	GJR	1.80
12/12/2023	GJR	0.90
12/12/2023	DAV	0.80
12/13/2023	GJR	0.90
12/13/2023	CA	1.50
12/14/2023	GJR	0.50
12/14/2023	GJR	0.90
12/14/2023	CC	3.00
12/14/2023	CC	0.50
12/18/2023	GJR	0.70
12/18/2023	GJR	3.20
12/19/2023	GJR	0.90
12/19/2023	GJR	0.80
12/20/2023	CC	1.70
12/21/2023	GJR	1.00
12/26/2023	GJR	1.80
12/26/2023	GJR	2.30
12/26/2023	CC	0.60

12/26/2023	CC	0.40
12/26/2023	CC	0.20
12/26/2023	CC	0.90
12/26/2023	CC	0.10
12/26/2023	CC	0.30
12/26/2023	CC	0.90
12/26/2023	CC	0.90
12/26/2023	CC	0.40
12/27/2023	GJR	4.20
12/27/2023	GJR	1.90
12/28/2023	GJR	5.70
12/28/2023	GJR	1.10
12/28/2023	CC	0.50
12/28/2023	CC	0.10
12/29/2023	GJR	0.40
12/29/2023	GJR	0.60
12/29/2023	GJR	0.90
12/29/2023	GJR	0.30
12/29/2023	CC	0.20

12/29/2023	CC	0.10	
12/30/2023	CC	0.60	
12/30/2023	CC	0.40	
12/30/2023	CC	0.10	
Total Hours		79.50	
Total Fees This Invoice			$28,971.00

Timekeeper	Hours	Rate	Amount
GREGORY J. ROLEN	63.70	$400.00	25,480.00
DONALD A VELEZ JR	2.00	$400.00	800.00
CATHERINE CAWLEY	12.30	$195.00	2,398.50
CHRISTINA ALLEN	1.50	$195.00	292.50
	79.50		28,971.00

Mileage	
10/23/2023	18.34
12/06/2023	36.68
Total for Mileage	**55.02**
Out-of-Town Travel	
12/28/2023	631.80
12/28/2023	520.53
12/28/2023	222.66
12/28/2023	30.35
12/28/2023	304.39
12/28/2023	89.25
Total for Out-of-Town Travel	**1,798.98**
Parking Expense	
12/06/2023	52.00
Total for Parking Expense	**52.00**
Total Costs Advanced This Invoice	$1,906.00
Total Fees and Costs This Invoice	$30,877.00

Haight Brown & Bonesteel LLP

LAWYERS

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Los Angeles, CA 90071

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Renee Hendrick

ORANGE COUNTY BOARD OF EDUCATION
200 Kalmus Drive
Costa Mesa, CA 92626-5922

Invoice No.: 3271252
Client/Matter: OC18-0000004
Billing Atty: GREGORY J. ROLEN
January 16, 2024

Remit To:

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

PROFESSIONAL SERVICES RENDERED through December 31, 2023

Total Fees This Invoice	$	$28,971.00
Total Costs Advanced This Invoice	$	$1,906.00
Total Fees and Costs This Invoice	$	$30,877.00
Balance Forward	$	$49,680.76
Total Due Upon Receipt	$	**$80,557.76**

PLEASE RETURN THIS PAGE WITH YOUR REMITTANCE

Item: Charter Schools #10
February 7, 2024
[X] Mailed [ ] Distributed at meeting

ORANGE COUNTY BOARD OI

BOARD AGENDA IT

DATE: February 7, 2024

TO: Renee Hendrick, Deputy Superintendent

FROM: Aracely Chastain, Director, Charter Schools Unit

SUBJECT: Public Hearing – Orange County Academy of Sciences and Arts III Countywide Charter Petition

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DESCRIPTION:

On December 18, 2023, Orange County Academy of Sciences and Arts, Inc., a California nonprofit public benefit corporation, submitted a countywide charter school petition to operate Orange County Academy of Sciences and Arts III. The charter school proposes a classroom-based program serving students in TK through grade twelve for an initial charter term from 2024-2029, with one planning year.

The charter operators notified four school districts of intent to open facilities: Irvine Unified, Orange Unified, Saddleback Valley Unified, and Tustin Unified.

RECOMMENDATION:

Under California Education Code 47605.6, the Orange County Board of Education will hold a public hearing on the provisions of the Orange County Academy of Sciences and Arts III charter and consider the level of support for the petition by teachers, parents or guardians, and the school districts where the charter school petitioner proposes to place school facilities at the February 7, 2024, board meeting.

Item: Board Recommendations #11
February 7, 2024
[X] Mailed [ ] Distributed at meeting

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: February 7, 2024

TO: Renee Hendrick, Deputy Superintendent

FROM: Ken L. Williams, D.O., Trustee, Area 3
Jorge Valdes, Esq., Trustee, Area 1

SUBJECT: Skyview Resolution

RECOMMENDATION:

Board action on Skyview resolution.

RESOLUTION OF THE ORANGE COUNTY BOARD OF EDUCATION
ORANGE COUNTY CALIFORNIA

Resolution Acknowledging Dr. Ramon Miramontes Decision to Pause Skyview Move

WHEREAS, Skyview School ("Skyview") is a kindergarten through eighth grade alternative education program located at the Harbor Learning Center in Anaheim serving primarily at risk youth throughout Northern and Central Orange County;

WHEREAS, Skyview has been established at the Harbor Learning Center for approximately 16 months;

WHEREAS, on or about December 6, 2023, Dr. Ramon Miramontes ("Dr. Miramontes") informed parents and staff that Skyview students would be separated by grade with elementary students being transferred to a campus in the Anaheim Elementary School District ("Anaheim");

WHEREAS, Dr. Miramontes had no conversations with the Orange County Board of Education ("Board") concerning the proposed relocation of Skyview elementary students to the Anaheim campus;

WHEREAS, the Board is informed and believes that Dr. Miramontes had no conversation with Skyview parents, staff, or students before announcing Skyview would be split by grade;

WHEREAS, at the December 6, 2023, Board Meeting, the Board received public comment from two (2) Skyview parents relating:

- That day, December 6, 2023, Dr. Miramontes informed parents, staff and students that Skyview would be split by grade with the elementary students going to a campus in Anaheim;
- Dr. Miramontes made a unilateral decision not consulting Skyview staff or parents;
- Skyview students cried upon being informed that they would be relocated to a campus in Anaheim.

WHEREAS, after public comment Board Trustee Jorge Valdes ("Trustee Valdes") requested an information item concerning Skyview be placed on the January 10, 2024, Board Agenda;

WHEREAS, the Board is informed and believes that Dr. Miramontes attempted to speak with Skyview parents after public comment at the December 6, 2023, Board meetings;

WHEREAS, on December 20, 2023, Board President Tim Shaw ("President Shaw") and Board Trustee Mari Barke ("Trustee Barke") visited Skyview and heard parents and staff concerns;

WHEREAS, on January 10, 2024, the Board entertained an agenda item entitled: COMMUNICATION/INFORMATION/DISCUSSION-Skyview Update (Valdes);

WHEREAS, on January 10, 2024, the Board received public comment from approximately ten (10) Skyview, expressing concerns as follows:

- Did the Board know about Dr. Miramontes decision?
- The K-8 community offer stability and continuity for children who may not have at its access to academic success in the past.
- The ACCESS could be in danger of losing the Eagles Catch Pantry and Family Resource Center if the K-8 community school is divided.
- Skyview has made a lasting positive impact on thousands of families in need across our county for the last 35 years. Separating our program will all **but** diminish it.
- Skyview is a community model the state of California is mandating other districts to create.
- A Skyview student asked Dr. Miramontes to consider separation, transportation, and communication.

WHEREAS, Dr. Miramontes was unable to attend the January 10, 2024 Board Meeting;

WHEREAS, Deputy Superintendent Renée Hendrick ("Deputy Superintendent Hendrick") explained and clarified Dr. Miramontes's intentions with regard to Skyview;

WHEREAS, the Board received further testimony from Skyview staff and Assistant Superintendent Vern Burton;

WHEREAS, Board Trustee Dr. Ken Williams cited California Education Code §1983, which provides in relevant part:

- (e) The course of study of a county community school shall be adopted by the county board of education and shall enable each pupil to continue academic work leading to the completion of a regular high school program.
- (g) County boards of education operating county community schools shall ensure that appropriate services and programs designed to address the language needs of pupils identified as English learners are provided in compliance with all applicable state and federal laws and regulatory provisions.

WHEREAS, the January 10, 2024, Board meeting concluded with no ultimate resolution concerning Skyview.

WHEREAS, on January 15, 2024, the Orange County Register published an article entitled, "Skyview, a school for at risk children, may be split into later this year. In the January 15, 2024, article Dr. Miramontes was quoted as follows:

- "While this arrangement (at Harbor Learning Center) has its benefits, the campus lacks amenities crucial for the development of younger children, such as a dedicated elementary library and permanent play structures."

WHEREAS, on January 18, 2024, through Deputy Superintendent Hendrick, Dr. Miramontes released a message stating in relevant part:

- "I have decided to pause on the move. I am looking forward to improving communication and transparency with all stakeholders."

Deputy Superintendent Hendrick informed the Board of Dr. Miramontes' decision.

THEREFORE BE IT RESOLVED:

1. The Board shall continue to give parents, staff and students venue to discuss educational issues.

2. The Board appreciates that Dr. Miramontes listened to Skyview stakeholders.

3. The Board is gratified that Dr. Miramontes paused the decision to split Skyview by grade level.

4. The Board will continue to cooperate with Dr. Miramontes on important student safety issues.

APPROVED AND ADOPTED this seventh day of February 2024 at a regular meeting of the Orange County Board of Education.

Ayes:

Nos:

Absent:

Item: Board Recommendations #12
February 7, 2024
[X] Mailed [ ] Distributed at meeting

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: February 7, 2024

TO: Renee Hendrick, Deputy Superintendent

FROM: Tim Shaw, Board President

SUBJECT: SB 907 Resolution

RECOMMENDATION:

Board action on SB 907 resolution.

RESOLUTION OF THE BOARD OF EDUCATION
ORANGE COUNTY CALIFORNIA

Opposing SB 907 (Newman) Regarding Orange County Board of Education

February 7, 2024

WHEREAS, the Orange County Board of Education (OCBE) has five trustees who are elected by registered voters in unique districts every two years in the Spring like many other county boards are elected; and

WHEREAS, of the 58 counties in the state of California, 53 of them have county boards of education and 60% or 31 of these boards have five sitting trustees while only 40% or 22 have more than five; and

WHEREAS, Los Angeles County is the most populated county in California with approximately 10 million residents and their board of education is not elected at all but rather appointed by the five member Los Angeles Board of Supervisors; and

WHEREAS, of the 31 counties that have five elected trustees, included are the major county population centers of Contra Costa, Fresno, Orange, San Bernardino, San Diego, San Joaquin, Sonoma, Stanislaus, Ventura, and more…; and

WHEREAS, Orange County has experienced a net reduction in population in the last two years of -34,352 representing a loss, the equivalent of more than the cities of Dana Point, Laguna Beach, Laguna Hills, Laguna Woods, La Palma, Los Alamitos, San Juan Capistrano, Seal Beach, or Villa Park; and

WHEREAS, the California Senate Appropriations Committee has found that costs in the hundreds of thousands of dollars would be incurred for the Orange County Registrar to add OCBE candidates to November election ballots resulting from adding an extra ballot card to presidential election cycle ballots to accommodate the additional contests, plus there will be significant information technology programming costs, and substantial staff time to make related changes; and

WHEREAS, the current five OCBE trustees have a direct cost budget (stipends and health benefits) for five of $175,000 or $35,000 each and therefore adding two more trustees would cost taxpayers at least an additional $700,000 over the next decade at a time when local education budgets are being cut and California faces a $68 billion budget deficit; and

WHEREAS, the OCBE has consistently supported parents' rights, school choice, and charter school development and thereby are standing up to those that seek to thwart the charter school movement in Orange County; and

WHEREAS, SB 286 in 2022 was a substantially similar bill seeking to reconfigure the election of OCBE failed passage; and

WHEREAS, the apparent objective of SB 907 is to add Charter School opponents to the OCBE and reconfigure it into a board that does not support choice in education; and

WHEREAS, ballot placement, length, and complexity are all known to have a direct impact on how and if people actually vote their ballots; and

WHEREAS, November general election ballots in California are often quite complex with large numbers of propositions, initiatives, and referenda in addition to federal, state, county, and municipal elections resulting in voter fatigue with a significant under-count for long ballots with local non-partisan office races at the end; and

WHEREAS, the OCBE has historically experienced motivated voters who are enthusiastic to vote their preferences for education leaders in the County,

THEREFORE, BE IT RESOLVED:

1. The OCBE hereby opposes SB 907, and the attempt to reconfigure the board with anti-choice activists who seek to eliminate Charter School development.

2. The OCBE does not support adding hundreds of thousands of dollars in costs taxpayers must fund to reconfigure the board, change its election process, and add additional trustees.

3. The OCBE, like 30 other counties in California, believes it has more than adequate representation of its constituents and no problems have been identified or brought forward to the OCBE that would indicate otherwise.

4. Finally, in an era where Orange County's population is decreasing, it makes no sense to expand elected government bodies for purposes of improving representation.

APPROVED AND ADOPTED *this 7th day of February 2024 at a regular meeting of the Orange County Board of Education.*

Adopted by the Orange County Board of Education on February 7, 2024.

AYES:	
NOS:	
ABSENT:	

State of California, County of Orange

I, Tim Shaw, President of the Board of Education of Orange County, California, hereby certify the foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held the 7th day of February 2024 and was passed by a vote of (___ to ___) of said members present.

IN WITNESS THEREOF, I have hereunto set my hand and seal on the 7th day of February 2024.

_____
Tim Shaw, President
Orange County Board of Education

INFORMATION ITEM

Mid-Year Update of the 2023-24 OCDE ACCESS/ Connections Local Control and Accountability Plan

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

(A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

Goal 1

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students who report that their school supports and values cultural diversity and inclusion, based on LCAP survey results.	Baseline data was not available.	(New metric for 2022-23. Baseline established.) ACCESS County Community school: 84%	ACCESS County Community school: 80% ACCESS Juvenile Hall school: 50%	LCAP surveys for students, staff, and parents will be distributed in January/February 2024.	ACCESS County Community school: 90% ACCESS Juvenile Hall school: 70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		ACCESS Juvenile Hall school: 57%			
Percentage of parent LCAP survey responses received by the ACCESS Division and Special Schools Division	ACCESS Division: 10% of parents responded to the 2021 LCAP Survey (corrected) Special Education Division: SPEC SCH: 20% of parents responded to the 2021 LCAP Survey	ACCESS Division: 19% of parents responded to the 2022 LCAP Survey Special Education Division: SPEC SCH: 14% of parents responded to the 2022 LCAP Survey	ACCESS Division: 32% of parents responded to the 2023 LCAP Survey Special Education Division: SPEC SCH: 16.5% of parents responded to the 2023 LCAP Survey	LCAP surveys for students, staff, and parents will be distributed in January/February 2024.	Increase parent responses: ACCESS Division - 30% Special Education Division - 25%
Number of parent/guardians of English Learner students who attend District English Language Advisory (DELAC) Committee meetings to ensure at least 2 parents are present per school.	ACCESS County Community: 2 parents ACCESS Juvenile Hall: 2 parents OCCS: CHEP and PCHS: 1 parent Orange County Special Education school: 0 parents (Source: Title III Program office)	ACCESS County Community: 106 parents ACCESS Juvenile Hall: 9 parents OCCS: CHEP and PCHS: 3 parents Orange County Special Education school: 0 parents (Source: Title III Program office)	ACCESS County Community: 204 parents ACCESS Juvenile Hall: 52 parents OCCS: CHEP and PCHS: 14 parents Orange County Special Education school: 0 parents (Source: Title III Program office)	ACCESS County Community: 89 parents ACCESS Juvenile Hall: 17 parents OCCS: CHEP and PCHS: 0 parents CONNNECTIONS (formerly, Orange County Special Education school): 0 parents (Source: Title III Program office)	ACCESS County Community: 150 parents ACCESS Juvenile Hall: 15 parents OCCS: CHEP and PCHS: 8 parents Orange County Special Education school: 4 parents

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of ACCESS County Community parents/guardians of English Language learner students who attend school's English Learner Advisory Committee (ELAC) meetings.	ACCESS County Community: 0.5% (Source: 2018-2019 Sign-ins)	ACCESS County Community: 0.5% (Source: 2021-2022 Sign-ins)	ACCESS County Community: 0.7% (Source: 2022-2023 Sign-ins)	In progress	ACCESS County Community: 3.5%
Number of parent/guardian events, trainings, and/or opportunities to facilitate family involvement.	2018-2019 In-Person Parent/Guardian Engagement Activities All ACCESS Schools and Programs: 161 Special Schools: 18 (2018-19)	2021-2022 Family Engagement Activities All ACCESS Schools and Programs: 275 Special Schools: 23	2022-2023 Family Engagement Activities All ACCESS Schools and Programs: 300 Special Schools: 49	2023-24 Family Engagement Activities, to date All ACCESS Schools and Programs: 120 Connections (formerly known as Special Schools): 40	All ACCESS Schools: Family Engagement Activities: 178 OC Special Education Division: 24
The attendance rate for the following student groups: English Learners and Homeless	2018-2019 attendance rate: 79.88% English Learners: 75.90% Homeless: 72.82% (Source: 2018-2019 CALPADS 14.2 and 8.1(EOY3))	2020-2021 attendance rate: 79.84% English Learners: 73.19% Homeless: 67.40% (Source: 2020-2021 CALPADS 14.2)	2021-2022 attendance rate: 81.2% English Learners: 75.76% Homeless: 70.42% (Source: 2021-2022 CALPADS 14.2)	2022-2023 attendance rate: 77.76% English Learners: 73.01% Homeless: 63.24% (Source: 2022-2023 CALPADS 14.2)	Overall attendance: 83% English Learners: 79% Homeless: 75%
Chronic Absenteeism rate	ACCESS: Overall: 52.3% English Learners: 56.7%	ACCESS: Overall: 42.1% English Learners: 55.1%	ACCESS: Overall: 44.2% English Learners: 51.9%	ACCESS: Overall: 45.9% English Learners: 52.4%	Decrease Chronic Absenteeism Rate: ACCESS: Overall: 42.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
ACCESS Program and OC Special Education school overall rate and in the following subgroups: English Learners, Foster Youth, Homeless Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Foster Youth: 35.9% Homeless: 64.8% SED: 50.8% SWD: 42.6% OC Special Education:: Overall: 30.3% English Learners: 40.2% Foster Youth: 21.4% Homeless: 0% SED: 27.7% SWD: 30.3% (Source: DataQuest, 2018-2019)	Foster Youth: 28.4% Homeless: 63.3% SED: 47.1% SWD: 33.2% OC Special Education: Overall: 37.5% English Learners: 49.5% Foster Youth: 27.3% Homeless: 0% SED: 45.9% SWD: 37.5% (Source: DataQuest, 2020-2021)	Foster Youth: 26.8% Homeless: 62.0% SED: 47.0% SWD: 40.8% OC Special Education: Overall: 52.6% English Learners: 67.4% Foster Youth: 64.3% Homeless: 0% SED: 54.5% SWD: 52.5% (Source: DataQuest, 2021-2022)	Foster Youth: 45.8% Homeless: 65.2% SED: 48.0% SWD: 39.7% OC Special Education: Overall: 41.9% English Learners: 54.7% Foster Youth: 53.3% Homeless: 0% SED: 39.8% SWD: 41.9% (Source: DataQuest, 2022-2023)	English Learners: 46.7% Foster Youth: 25.9% Homeless: 54.8% SED: 40.8% SWD: 32.6% OC Special Education:: Overall: 20.3% English Learners: 30.2% Foster Youth: 11.4% Homeless: 0% SED: 17.7% SWD:20.3%
LEA Suspension Rate	1.6% (Source: DataQuest, 2019-2020)	0.1% (Source: DataQuest, 2020-2021)	0.6% (Source: DataQuest, 2021-2022)	2.0% (Source: DataQuest, 2022-2023)	1% Suspension Rate
LEA California Dashboard Graduation Rate (1 year, 12th grade cohort, per CDE formula for County Office LEA and schools)	All Students in the Graduation Cohort: 76% (Source: 2020 CDE Report/Dashboard)	All Students in the Graduation Cohort: 78.1% (Source: 2021 CDE Report/Dashboard)	All Students: 52.3% Based on the 4-5 Year Cohort- a new calculation for this year, per the ED (Source: 2022 CDE Report/Dashboard) All Students: 83.1% Based on the One-Year 12th Grade Cohort- the prior Dashboard calculation for alternative schools	All Students: 47.5% Based on the 4-5 Year Cohort (Source: 2023 CDE Report/Dashboard) All Students: N/A Based on the One-Year 12th Grade Cohort- the prior Dashboard calculation for alternative schools	All Students in the Graduation Cohort: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			(Source: 2022 CDE Dashboard Additional Reports)	(Source: 2023 CDE Dashboard Additional Reports) DASS reports available early 2024 - PENDING	
LEA Middle School Drop Out Rate	All Students:12% Homeless: 31% SED: 12% Students w/Disabilities: 3% English Learners: 20% (Source: Aeries/SIS Report CALPADS information day 2020-21.)	All Students:11% Homeless: 17% SED: 12% Students w/Disabilities: 0% English Learners: 0% (Source: Aeries/SIS Report CALPADS information day 2021-22.)	All Students:12% Homeless: 1% SED: 5% Students w/Disabilities: 1% English Learners: 0% (Source: Aeries/SIS Report CALPADS information day 2022-23.)	All Students: 10% Homeless: 1% SED: 5% Students w/Disabilities: 0% English Learners: 2% (Source: Aeries/SIS Report CALPADS information day 2023-24.)	All Students: 10% Homeless: 29% SED: 10% Students w/Disabilities: 1% English Learners: 18%
LEA High School Drop Out Rate	All Students: 19% Homeless: 20% SED: 23% Students w/Disabilities: 11% English Learners: 26% (Source: Aeries/SIS Report CALPADS information day 2020-2021.)	All Students: 20% Homeless: 26% SED: 18% Students w/Disabilities: 11% English Learners: 20% (Source: Aeries/SIS Report CALPADS information day 2021-2022.)	All Students: 19% Homeless: 2% SED: 16% Students w/Disabilities: 3% English Learners: 5% (Source: Aeries/SIS Report CALPADS information day 2022-2023.)	All Students: 18% Homeless: 2% SED: 15% Students w/Disabilities: 0% English Learners: 6% (Source: Aeries/SIS Report CALPADS information day 2023-2024.)	All Students: 17% Homeless: 18% SED: 21% Students w/Disabilities: 9% English Learners: 24%
LEA Expulsion Rate	0% (Source: 2019-2020 DataQuest)	0% (Source: 2020-2021 DataQuest)	0% (Source: 2021-2022 DataQuest)	0% (Source: 2022-2023 DataQuest)	0%

LCAP Goal 1 and Actions - Implementation Update

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

Family and student engagement reveals that the Parent Portal allows a venue for ongoing monitoring of student attendance and academic progress. We will ensure all students and families have access to pertinent student information in a variety of formats, such as Parent Portal (which we will design, pilot and implement over the next three years, 2021-2024) and School Messenger or similar messaging system. We will provide trainings on the use of these systems to staff, parents, and students and offer computer stations for families to use in school offices to increase access. By implementing a Parent Portal and increasing use of School Messenger (or similar), parents and students will be able to track daily attendance, receive important school announcements, monitor assignment completion, and raise awareness of school events to support families and students, which will empower parent and student agency to advocate on behalf of student achievement, resulting in an increase in attendance rates and high school completion for all students.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
No	Engagement with educational partners continues to be a priority for OCDE school programs with resources put toward the development of improved databases and communication tools. Highlights: • From July 2023 to January 2024, OCDE school staff sent 499 electronic school messages to a total of 166,243 recipients using an automated messaging system. (The 499 messages were delivered via 381,118 emails, 134,698 text messages, 113,810	$212,527	$36,121

	phone calls, and 126 electronic flyers.) • Contracts for the student database system and parent communication tools have been renewed and/or purchased. • Staff development workshops were held to familiarize staff with the functionality of a new electronic parent communication tool and enhance usage of an existing tool. • OCDE staff are working with the vendor to maximize usage of the student database to enhance reporting outcomes.		

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

Parent feedback reflects their interest in participating in school events that connect families with their child's teacher and provides school site information and resources to support positive student outcomes. This is especially true for the families of our students who are English learners, foster youth, and SED for whom engagement between the school and the home historically has been less accessible due to barriers including scheduling conflicts, the lack of transportation and child care, and the inability to interact with school staff in their home language. We will provide students and their families with transportation assistance and opportunities to participate in multi-lingual activities scheduled at a variety of times, such as parenting workshops and parent/school information sessions, that offer parents and students the knowledge necessary to navigate the educational system and to advocate for student needs. Family engagement will lead to increased attendance, engagement, and academic achievement for students.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures

Yes	OCDE school programs strive to create meaningful opportunities for their students' families to participate in the school process through dialogue, engagement activities, and workshops. Highlights: • From July 2023 to January 2024,160 events for families were held throughout OCDE school programs (40 in CONNECTIONS, formerly the Division of Special Education, and 120 in ACCESS). These events were designed to promote school engagement, encourage input on school improvement, and strengthen school-family partnerships. Additional events will be held before the end of the school year. • Bilingual family engagement staff established and maintained school-home connections to create welcoming, inclusive school communities.	$398,239	$51,961

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

Students and parents shared their eagerness to continue co-curricular activities to support student engagement and pro-social development. For our students who are English Learners, foster youth, and SED who would not otherwise have access to these types of activities and experiences, the value of extended learning activities is particularly relevant. Unduplicated pupil groups are at a disadvantage when it comes to accessing opportunities occurring outside of the school, and the lack of these valuable experiences limits their personal growth and negatively impacts student outcomes. Therefore, OCDE schools will provide students with extended learning opportunities (such as performing arts camp, field trips, and introductory college courses) that increase positive, pro-social connections to school, build interpersonal skills, and encourage empowerment and collaborative team-building. Based on participant feedback and

analysis of attendance data, we believe that these activities will expand learning beyond the school day and promote an increase in attendance, engagement, and student achievement, particularly among our unduplicated populations.			
Contributing?	**Implementation Update**	**Total Funds Budgeted**	**Mid-Year Expenditures**
Yes	Co-curricular activities are designed and implemented to allow students in OCDE's school programs to participate in hands-on experiential learning in dynamic and engaging settings both in the classroom and in the greater community. Highlights: • In November 2023, 170 OCDE students participated in a multi-day empowerment workshop utilizing music and performance to build confidence and self-esteem under the guidance of trained mentors and facilitators. A second workshop series is planned for Spring 2024. • A two-week intensive educational arts program was provided to OCDE students in partnership with the Segerstrom Center for the Arts. Staff from OCDE school programs assisted in the implementation of this opportunity. • New immersive and interactive kinesthetic learning tools were purchased and provided to various OCDE school sites to prepare students for college and STEM careers in Math, Science, and Career	$1,646,251	$477,957

	Technical Education. • Three library engagement programs are planned for Spring 2024 to provide library cards to participating OCDE students and familiarize program participants with the resources offered at the Orange County public libraries. • OCDE is in communication with vendors to purchase passenger vans for the ACCESS program to allow teachers to develop more educational field trip opportunities and to assist in transporting students between ACCESS sites for the purpose of collaborative, co-curricular learning. • Workshops are planned for Spring 2024 to provide OCDE students with hands-on learning experiences in the areas of environmental, life, and earth science.		

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

Students and families who participate in extended learning activities demonstrate increased engagement leading to improved student academic outcomes. We will provide students who are English Learners and their families with opportunities to participate in activities and events, such as bilingual parent workshops and EL parent conferences, that provide parents and students with knowledge to navigate the educational system, information on how to advocate for student needs, and linkages to community-based resources designed to support EL families. Enhanced EL student and family engagement will lead to increased attendance, engagement, and academic achievement for these students.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	OCDE students who are English Learners and their families continue to benefit from welcoming and inclusive activities and events designed to support their language development and encourage school engagement. Highlights: • From July 2023 to January 2024, six District English Learner Advisory Committee (DELAC) meetings were held to offer the families of OCDE students who are English Learners opportunities to learn more about language services available in OCDE school programs. • From July 2023 to January 2024, ACCESS administrative regions conducted three school-level English Learner Advisory Committee (ELAC) meetings to provide parents of English Learners an opportunity to learn more about the school program offered to their children and recommend additional support services for multilingual learners. • A conference is planned for May 2024 for the families of OCDE students who are English Learners to empower the participants with information on how to support their children in academic development, language acquisition, and college and career readiness.	$273,689	$17,924

Goal 1 - Action 5: Healthy and Positive School Environments

Focus groups, empathy interviews, and an analysis of OCDE LCAP surveys, the Conditions of Children in Orange County report, and the California Healthy Kids surveys identified the need to prioritize creating safe and healthy school environments and a desire to increase the factors contributing to a positive school climate. We will ensure all students and staff are provided with access to safe, welcoming, and positive school environments by continuing actions such as gathering recommendations of the Site Safety Committee, purchasing safety equipment, and employing Wellness/Restorative staff in our schools to provide support and guidance to students in times of stress or conflict. School nurses will also offer guidance on making healthy choices, administer vision and hearing screenings, and assist students and families with accessing health-related services. School staff will be provided trainings on improving school climate through the use of Restorative Practices, alternatives to suspension, and positive classroom management strategies. As a result of students feeling cared for and respected at school, attendance rates will increase leading to improved student outcomes.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
No	OCDE school programs work diligently to create supportive and safe school communities where the physical and emotional needs of students are taken into consideration as part of an inclusive learning environment. Highlights: • Art workshops for students to teach positive self-expression were held at 13 OCDE school sites. • Wellness/Restorative staff attended professional development opportunities to learn advanced strategies in alternatives to suspension, positive behavior interventions, and classroom	$2,496,161	$673,123

	management. • OCDE school nurses participated in staff development to gain additional information regarding the most current trends affecting student health. • Contract was renewed for the technology-based student safety management system that identifies the transmission of unsafe language and images, suicidal ideations, and inappropriate internet searches on school devices. • Equipment was purchased to assist in the photo identification of enrolled OCDE students to lessen the likelihood of unauthorized individuals being on school campuses. • Between July 2023 and January 2024, CONNECTIONS (formerly the Division of Special Education) held seven trainings for staff on de-escalation and crisis reduction techniques to support positive classroom behavior management. Two additional workshops are planned for Spring 2024. • Funding continued for OCDE staff associated with this action.		

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

Enrollment data indicates an increasing number of our students who are SED are also identified as experiencing

homelessness. According to a review of site-level data between the 2021 and 2023 school years, approximately 19% of the students in our program are identified as experiencing homelessness, which creates barriers to education affecting a student's ability to succeed in school. The most frequently reported ongoing educational needs of students who are SED, including those who are experiencing homelessness, encompass school supplies for homework, transportation to and from school, the need for educational program continuity, and engaging extended-day opportunities. Through the use of school funds, as well as donations from partnerships with community organizations, we are able to provide identified students and their families with food, clothing, shoes, school transportation assistance, and basic school supplies. When these essential items are provided to our identified students, they will be able to attend school on a more regular basis leading to improved attendance and participation, fewer gaps in learning, and increased achievement in reading and math on local and State standardized assessments.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	Essential services, resources, and programs are designed by OCDE teams to provide targeted support to students who are socioeconomically disadvantaged and/or experiencing homelessness and are at greater risk of falling behind in school. Highlights: • Between July 2023 and December 2023, Title I Family Engagement staff provided essential support and resources to 281 families of students who are homeless to promote student wellness and positive academic outcomes. • To improve school attendance and support student academic achievement, two Family Resource Centers in ACCESS provided 233 families of OCDE	$437,018	$445,343

	students with essential supplies to address basic needs between the months of July 2023 and December 2023. • Funding continued for OCDE staff associated with this action.		

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

Feedback from parents, teachers, and students reflects an interest in expanding our school-based mental health services for students, including the addition of fitness activities to aid in stress reduction. Youth who are SED, foster youth, or experiencing homelessness report greater instances of anxiety and depression related to environmental instability which is often exhibited through a decline in academic achievement due to absenteeism. Through a multi-tiered system of support, including physical fitness, a continuum of mental health services is offered for students who are identified as needing assistance. Students who receive these support services demonstrate increased attendance on the day of their counseling appointments, which we believe contributes to an overall improved sense of resiliency leading to increased self-confidence, self-efficacy, longer-term attendance, and academic achievement, particularly among students who are SED, foster youth, or experiencing homelessness.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	Students who are experiencing social-emotional challenges are supported in OCDE school programs by trained professionals who understand the impact of mental health and wellness on school attendance and academic achievement.	$3,786,654	$267,106

	Highlights: • From July 2023 to January 2024, OCDE Clinicians responded to 165 requests to provide support to general education students. • Fitness equipment was purchased for selected sites to offer students the tools to reduce stress, increase self-confidence, and promote overall well-being and cognitive function, leading to improved attendance and academic outcomes. • Funding continued for OCDE staff associated with this action.		

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

Students who are foster youth, SED, and/or English learners experience greater barriers to their education such as frequent changes in school placements and housing arrangements, lack of experience successfully navigating multiple educational systems in English, and limited access to essential personal items (i.e., food, clothing, and transportation). Our specialized support staff enable transitions through transcript audits, development of education plans, juvenile court progress reports, and graduation exemption analysis. These services principally benefit our unduplicated student populations and are effective in defining a clear path to educational attainment, so that students are less likely to drop out and are better equipped to access resources that allow for graduation and a more seamless transition into the community, secondary education, and the workforce.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	OCDE has committed staff and resources to the task of	$1,623,678	$675,318

	preparing students to successfully navigate school, career, and life transitions with the understanding that success is an individualized measure specific to each student and his or her circumstances and needs. Highlights: • Between July 2023 and January 2024, academic school counselors in ACCESS conducted 222 collaborative Student Intervention Team (SIT) meetings to discuss the student's needs and provide an effective support system in general education that will generate strategic interventions for students who are experiencing challenges in learning or behavior difficulties at school. SIT meetings are attended by the school counselor, student, family members, teacher, and other school staff. • Academic school counselors completed 3,146 transcript evaluations for ACCESS students between July 2023 and January 2024 to determine progress toward graduation and academic next steps, including resources and supports to assist the students on their path to high school completion. • Funding continued for OCDE staff associated with this action.		

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

Students with disabilities (SWD) enroll with unique mental health needs. The type and severity of their disabilities can impact the effectiveness of mental health treatment and their ability to succeed academically. Many SWD require very specialized counseling services that may be more behaviorally-focused than cognitively-focused. School Psychologists and behaviorally-trained mental health clinicians will provide these services, as well as other licensed behaviorists working with this specialized population of students.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
No	OCDE's team of specialized staff continue to provide individualized services to students with disabilities to allow students to meaningfully engage in their school program and experience success. Highlights: • Each month from July 2023 to January 2024, an average of 170 students with disabilities received counseling support services from OCDE staff which included individual, group, or case management. • Funding continued for OCDE staff associated with this action.	$2,775,096	$1,208,326

Goal 2

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of EL students achieving a performance level of Moderately or Well Developed (Levels 3 and 4) on the ELPAC	43.6% of our English Learners achieved performance levels of Moderately or Well-Developed (Levels 3 and 4) on the 2019 ELPAC (last available scores) (DataQuest/ELPAC Results)	39.6% of our English Learners achieved performance levels of Moderately or Well-Developed (Levels 3 and 4) on the 2021 ELPAC (DataQuest/2021 ELPAC Results)	52.63% of our English Learners achieved performance levels of Moderately or Well-Developed (Levels 3 and 4) on the 2022 ELPAC (DataQuest/2022 ELPAC Results)	35.25% of our English Learners achieved performance levels of Moderately or Well-Developed (Levels 3 and 4) on the 2023 ELPAC (DataQuest/ 2023 ELPAC Results)	By 2023-24, 54% of our English Learners will achieve an ELPAC performance level of Moderately or Well Developed (Levels 3 and 4)
Percentage of students who "Meet/Exceed" or "Nearly Meet" Standard on the ELA SBAC	All: 39% English Learners: 17% Students w/Disabilities: 15%	For 2020-21, PCHS and OC Special Education administered the ELA SBAC. All other OCDE schools administered i-Ready per CDE allowance to use local assessments	All: 53.2% English Learners: 23.3% Students w/Disabilities: 21.9%	All: 18.66% English Learners: 1.33% Students w/Disabilities: 10.08%	All: 42% English Learners: 20% Students w/Disabilities: 18%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	(Source: Data Quest 2019 CAASPP Results)	OCCS: PCHS All: 93.1% English Learners: * (fewer than 10 students) Students w/Disabilities: * (fewer than 10 students) Orange Co Special Education: All / Students W/Disabilities: 8.16% English Learners: 0% (Source: Data Quest 2021 CAASPP Results)	SED: 44.7% Homeless: 56.3% (Source: Data Quest 2022 CAASPP Results)	SED: 13.28% Homeless: 19.36% (Source: Data Quest 2023 CAASPP Results)	SED: 47% Homeless: 59%
Percentage of students who "Meet/Exceed" or "Nearly Meet" Standard on the Math SBAC	All: 14% English Learners: 3% SED: 13% Homeless: 14% (Source: Data Quest 2019 CAASPP Results)	For 2020-21, PCHS and OC Special Education administered the Math SBAC. All other OCDE schools administered i-Ready OCCS: PCHS All: 76.7% English Learners: * (fewer than 10 students)	All: 17.3% English Learners:13.3% SED: 17.6% Homeless: 14.3% Students w/Disabilities: 17.3%	All: 8.56% English Learners: 1.44% SED: 3.15% Homeless: 6.67% Students w/Disabilities: 5.74%	All: 17% English Learners: 6% SED: 16% Homeless: 17% Students w/Disabilities: 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		Students w/Disabilities: * (fewer than 10 students) Orange Co Special Education: All / Students W/Disabilities: 12.5% English Learners: 0% (Source: Data Quest 2021 CAASPP Results)	(Source: Data Quest 2022 CAASPP Results)	(Source: Data Quest 2023 CAASPP Results)	
Percentage of students scoring "on or above grade level" on the i-Ready Reading assessment	All: 27% English Learners: 26% SED: 17% Foster Youth: 14% Source: i-Ready database, 2020-21, Reading results	All: 31% English Learners: 9% SED: 28% Foster Youth: 15% Source: i-Ready database, 2021-22, Reading results	All: 19% English Learners: 3% SED: 13% Foster Youth: 8% Source: i-Ready database, 2022-23, Reading results	All: 19% English Learners: 3% SED: 13% Foster Youth: 18% Source: i-Ready database, 2023-24, Reading results	All: 37% English Learners: 36% SED: 27% Foster Youth: 24%
Percentage of students reflecting "on or above grade level" on the i-Ready Math assessment	All: 21% English Learners: 8% SED: 15%	All: 22% English Learners: 7% SED: 22%	All: 13% English Learners: 3% SED: 8%	All: 14% English Learners: 4% SED: 10%	All: 31% English Learners: 18% SED: 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Foster Youth: 0% Source: i-Ready database, 2020-21, Math results	Foster Youth: 11% Source: i-Ready database, 2021-22, Math results	Foster Youth: 5% Source: i-Ready database, 2022-23, Math results	Foster Youth: 14% Source: i-Ready database, 2023-24, Math results	Foster Youth: 10%
Reclassification rate for English Learners	2.5% Source: Aeries database, 2020-21, RFEP count	2.9% Source: Aeries database, 2021-22, RFEP count	2% Source: Aeries database, 2022-23, RFEP count	3.30% Source: Aeries database, 2023-24, RFEP count	4%
Percentage of students "Prepared or Approaching Prepared" as reflected on the Dashboard College and Career Indicator (2020 CDE Report)	Prepared or Approaching Prepared on the CCI Indicator: 12.7% (2020 CDE Report/Dashboard)	N/A CDE suspended the CCI measure on the 2021 Dashboard	N/A CDE continued the suspension of the CCI measure on the 2022 Dashboard	Prepared or Approaching Prepared on the CCI Indicator: 6.77% (Source: CDE Report/Dashboard)	Increase percentage Prepared or Approaching Prepared: 22.7%
Percentage of 11th grade students demonstrating college readiness on the EAP assessment	English Language Arts (ELA): 23% Math: 5% (18-19 DataQuest/CAASPP Results)	N/A In 2020-21, OCDE administered i-Ready in lieu of the SBAC, per CDE allowance	N/A In 2022-22, OCDE administered i-Ready in lieu of the SBAC, per CDE allowance	N/A Report not available from CDE this year 271 students participated in EAP	Increase percentage of students demonstrating college readiness (EAP assessment): ELA: 28% Math: 10%
Percentage of graduating students meeting the a-g requirements	0.54% of the 2020 graduates met the A-G requirements. (Dashboard CCI A-G/ Dashboard Grads)	2.6% of the 2021 graduates met the A-G requirements Dashboard- 2021 additional report	1.5% of the 2022 graduates met the A-G requirements. Dashboard- 2022 additional reports	1.34% of the 2023 graduates met the A-G requirements. Dashboard - 2023 Additional Reports	1.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students completing both A-G and CTE sequence or program	0%	0% Dashboard – 2021 Additional Reports	0.2% Dashboard – 2022 Additional Reports	0.1% Dashboard – 2023 Additional Reports	2%
Development of CTE Pathways	0 CTE Pathways developed Source: CTE program office	1 CTE Pathway developed: Building and Construction Source: CTE program office	1 New CTE Pathway developed: Plant and Soil, for a total of 2 CTE Pathways: - Building and Construction - Plant and Soil Source: CTE program office	We are currently exploring the potential to create additional CTE pathways. Source: CTE Program office	1 or more developed CTE Pathways
Percentage of students passing Advanced Placement Exams	This metric is not applicable, as OCDE schools do not offer Advanced Placement (AP) courses.	This metric is not applicable, as OCDE schools do not offer Advanced Placement (AP) courses.	This metric is not applicable, as OCDE schools do not offer Advanced Placement (AP) courses.	This metric is not applicable, as OCDE schools do not offer Advanced Placement (AP) courses.	Not applicable
Percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with State		(New Metric for 2022-23. Baseline established.) 9% Source: OCDE internal database	10% Source: OCDE internal database	In progress	15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Board of Education-approved career technical education standards and frameworks					

LCAP Goal 2 and Actions - Implementation Update

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

Students enroll in OCDE school programs with varied academic challenges related to habitual truancy, drug use, chronic absenteeism, credit deficiencies, and behavioral and socioemotional gaps. For students facing these barriers, individualized support and attention is critical to their success, both academically and personally. Students who are English Learners, SED, or foster youth are even more significantly at risk of falling behind in school given the additional stressors and challenges placed upon them. Lack of language fluency, limited financial resources to access supplemental academic services, housing instability, and school transiency combine with other obstacles to inhibit their ability to equitably access the curriculum and become active participants in their educational journey. To address these educational needs, we will provide individualized academic support for students to enhance access to the curriculum and increase scholastic achievement, which will principally benefit our unduplicated pupil groups for whom these specialized instructional services would not otherwise be possible or accessible. When students are able to experience success, attendance and behavior improve and they are able to take ownership of their academic path.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	For students in OCDE school programs who are behind academically and encountering Adverse Childhood Experiences (ACEs), the individualized academic support provided by highly-trained staff is instrumental in creating a foundation of academic success upon which the students are able to grow educationally and socially. Highlights: • Students in the ACCESS schools received 733 hours of in-person, individualized tutoring support	$2,361,237	$649,511

	from July 2023 to December 2023. • In addition to providing professional development to school staff, a specialist in the field of reading acquisition and development worked directly with students in ACCESS classrooms for a total of 210 hours between July 2023 and January 2024. • In addition to providing professional development to school staff, a specialist in the field of mathematics worked directly with students in ACCESS classrooms for a total of 225 hours between July 2023 and January 2024. • Between July 2023 and January 2024, 186 hours of individualized and group professional development training and support was provided to paraprofessional staff who work with students in OCDE school programs to increase positive student outcomes. • Funding continued for OCDE staff associated with this action.		

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

Student and parent feedback reflects an interest in co-curricular activities to encourage higher education and career development. We will provide all students with access to extended learning opportunities related to college and career readiness. While provided to all, these actions principally benefit SED students by offering equitable access to career exploration, goal-setting, and job preparedness workshops that include resume writing, interview skills, and business attire, as well as assistance with college entrance and testing fees. We believe this to be an effective action towards our

goals for these students, as increases in student attendance and engagement occur during these events, leading to overall increases in school attendance, engagement and student achievement.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	Providing OCDE students with college and career exploration opportunities is fundamental to OCDE's vision that Orange County students will lead the nation in college and career readiness and success. Highlights: • Of the four week-long career events planned for 2023-24, one event has been completed and the remaining three are calendared. All four events will be completed by April 2024.	$50,342.00	$43,410

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

Students and families who participate in extended learning activities demonstrate increased school engagement leading to improved student academic outcomes. We will provide ACCESS and Special Schools students who are foster youth, their support teams, and foster families with specifically designed opportunities that will empower them with an understanding of post-secondary pathways and resources specific to foster youth, which will lead to increased attendance, engagement, and college, career and civic readiness.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures

Yes	To create pathways to successful futures for foster youth, OCDE schools offers opportunities specifically designed for students in out-of-home care and their caregivers. • OCDE Foster Youth Services Coordinating Program's (FYSCP) Transition Educational Liaisons have provided 44 post-secondary pathways-related services to 11 students in foster care while they were enrolled in ACCESS or Connections so far, this 2023-24 school year, including Career Counseling, College Application/Enrollment Completion, Connection to College Support Services, Employment Application Completion, Financial Aid Application Completion, and other Matriculation and Post-secondary Preparation Assistance. • OCDE FYSCP will be co-hosting with Orangewood Foundation a Foster Youth College and Career Fair in February 2024 for foster youth in OCDE school programs and their caregivers. • Funding continued for OCDE staff associated with this action.	$28,754	$9,792

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

The Title I Program of the Orange County Department of Education receives federal funding to support the educational needs of foster youth in Orange County group homes/STRTPs. Students who are in the foster care system and reside in group home/STRTP placements have various academic barriers due to multiple school placements, truancy, credit deficiencies, drug abuse, health and behavioral needs, and challenging interpersonal dynamics. To address academic

gaps, OCDE will provide individualized academic support to students in the group home/STRTP to enhance access to the curriculum, increase scholastic achievement, and offer guidance and support to group home/STRTP staff to enrich their ability to assist in the academic development of the youth. When students are able to experience success, self-esteem, attendance, and behavior improves and they begin to take ownership of their academic futures.

In addition to the services that are provided by the Title I Program, OCDE's Foster Youth Services Coordinating Program (FYSCP) provides educational liaison services and support from Transition Educational Liaisons to strengthen the coordination of services for foster youth in group homes/STRTPs and to improve educational outcomes. FYSCP connects and communicates with school districts, child welfare agency, probation, and other collaborative partners to assist with school transitions, tracking education information, addressing education-related needs, and providing educational progress summaries for foster youth to court.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	As a county office of education, OCDE shares a responsibility to provide educational support and guidance to youth in Orange County residential facilities so that they may overcome barriers to academic achievement and create successful futures. Highlights: • Students in Orange County group homes/STRTPs received 681 hours of individualized, in-person tutoring support from July 2023 to December 2023. • OCDE FYSCP Transition Educational Liaisons have provided 2,184 services to 230 students in Orange County foster care placements so far, this 2023-2024 year, including Advocacy & Education	$958,681	$453,019

	Case Management, Career Counseling, Caregiver Coaching, College Application/Enrollment Completion, Connection to College Support Services, Connection to Employment Support Services, Contact Attempted, Employment Application/ Completion, Financial Aid Application Completion, Initial Assessment, Learning Recovery, Matriculation & Postsecondary Preparation, Reengagement, School Stability, School Transition, Social & Emotional Supports, and Participation in School and Child Welfare Meetings. • Funding continued for OCDE staff associated with this action.		

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

Students who are English Learners (EL) enroll in OCDE's school programs with varied academic challenges due to language barriers and credit deficiencies. To address educational needs, academic support, including language acquisition programs, will be provided for targeted students who are EL to enhance access to the curriculum and increase scholastic achievement. In addition, specialized instructional staff will support teachers in the implementation of ELD standards for English learners, including professional development specifically designed for teachers to support students in the development of academic English. When students are able to experience success, attendance and behavior improves and they begin to take pride in their accomplishments and gain momentum on their educational journey, resulting in improved reclassification rates, English proficiency, and closing achievement gaps for English learners.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures

Yes	To support students who are English Learners, OCDE schools work with the students and their families to honor their home language while providing the tools students need to develop their mastery of a second language. Highlights: • Students who are English Learners in ACCESS community schools and institution schools received 1,396 hours of targeted tutoring support for their language development from July 2023 to December 2023. • From July 2023 to December 2023, twelve students who were previously designated as" English Learners" were reclassified to "Fluent English Proficient" status. • Funding continued for OCDE staff associated with this action.	$1,289,442	$437,611

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

Students who are currently incarcerated or on Probation enter OCDE's school programs with varied academic challenges due to social-economic disadvantages, delinquency, truancy, drug use, chronic absenteeism, credit deficiencies, and interpersonal challenges. To address these barriers and support educational needs, we will provide individualized academic assistance for adjudicated students to enhance access to the curriculum, increase scholastic achievement, and prepare students to re-enter society as engaged and productive members of their communities. When students are able to experience success, school participation and behavior improves, positive interpersonal relationships flourish, and they set personal goals for the future that lead to academic development and becoming contributing members of their communities.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	Students in Orange County juvenile facilities enter in OCDE's institution school programs with a variety of impediments to academic success which require intensive and individualized support services designed to provide the students with the tools necessary to increase their academic achievement and develop a greater sense of civic responsibility. • Students in the OCDE institution schools received 153 hours of individualized tutoring support from July 2023 to December 2023. • From July 2023 to January 2024, Title I Transition Specialists assisted 281 students in OCDE's institution schools to return to their district school. In addition, with the assistance of a Title I Transition Specialist, 80 students enrolled in an ACCESS community school, 7 obtained employment, 6 completed the FAFSA application, 6 enrolled in college, and 2 entered a job training program. • Funding continued for OCDE staff associated with this action.	$1,760,604	$653,547

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

By creating a high-quality and sustainable Career Technical Education (CTE) program, all students, including students with disabilities, will be better prepared for college and career success. CTE staff develop career pathways, coordinate and implement additional career education courses, and work with community colleges around course articulation. Students will learn and practice professional/technical skills related to a career path through project-based learning, internships, work-based learning and industry certification. Students will also learn employability skills such as critical thinking, creativity and innovation, collaboration, and communication, with the longer-term goal of increasing college and career readiness and success.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
No	Providing OCDE students with opportunities to experience hands-on learning in a career field aligned to their interests is fundamental to a well-rounded educational program. Highlights: • Funding continued to support comprehensive, state of the art, hands-on graphic media production and digital fabrication programs at two OCDE school sites to teach students design skills, technical applications, and entrepreneurship. • From July 2023 to December 2023, 33 students in ACCESS school programs completed a full CTE class and earned course credit, and currently, 269 ACCESS students are participating in in-person	$443,753	$159,544

	CTE labs, and 55 students are enrolled in an online CTE course. • Funding continued for OCDE staff associated with this action.		

Goal 3

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Fully Credentialed and Appropriately Assigned Teachers, as measured by Priority 1 (Basic Services) on the Local Indicator	100% (2020/ Census Day) (2021 Dashboard Local Indicator, Priority 1-Basic Services)	Beginning in the 2021-2022 school year, CDE will be reporting this data on behalf of all schools and LEAs. The report is yet to be released; however, our internal data reflect that 100% of OCDE teachers meet this requirement. We will update, as needed, upon CDE's release of their findings. (TBD).	2021-2022 (from Dataquest) Clear: 64.3% Out of Field: 26% Intern: 1.1% Ineffective: 1.6% Incomplete: 5.4% Unknown: 1.6%	Clear: 64.3% Source: 2023 Dashboard Local Indicator: Priority 1/Basic Services	100%
Access to Standards-Aligned Instructional Materials, as measured by Priority 1 (Basic Services) on the Local Indicator	100% (2021 Dashboard Local Indicator, Priority 1-Basic Services)	100% (2022 Dashboard Local Indicator, Priority 1-Basic Services)	100% (2023 Dashboard Local Indicator, Priority 1-Basic Services)	100% (2024 Dashboard Local Indicator, Priority 1-Basic Services)	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Facilities in "Good" Repair Measured by Facility Inspection Tool (FIT), as measured by Priority 1 (Basic Services) on the Local Indicator	100% (per Williams Act) (2021 Dashboard Local Indicator, Priority 1)	100% (per Williams Act) (2022 Dashboard Local Indicator, Priority 1)	100% (per Williams Act) (2023 Dashboard Local Indicator, Priority 1)	100% (per Williams Act) (2024 Dashboard Local Indicator, Priority 1)	100%
Implementation of State Standards, as measured by Priority 2 (Implementation of State Academic Standards) on the Local Indicator	100% (2021 Dashboard Local Indicator, Priority 2)	100% (2022 Dashboard Local Indicator, Priority 2)	100% (2023 Dashboard Local Indicator, Priority 2)	100% (2024 Dashboard Local Indicator, Priority 2)	100%
Access to and enrollment in a broad course of study. The extent to which students have access to, and are enrolled in a broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable, including the programs and services developed and provided to unduplicated pupils and students with exceptional needs,	100%	100%	100%	100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
as measured by Priority 7 (Access to a Broad Course of Study) on the Local Indicator	(2021 Dashboard Local Indicator, Priority 7)	(2022 Dashboard Local Indicator, Priority 7)	(2023 Dashboard Local Indicator, Priority 7)	(2024 Dashboard Local Indicator, Priority 7)	

LCAP Goal 3 and Actions - Implementation Update

Goal 3 - Action 1: Facilities Maintenance

We will maintain our facilities in good repair, so that students may attend school in safe and welcoming environments. We will complete timely facility repairs and continue to complete monthly school safety reports to ensure all sites are in good repair. Funds set aside within this action include the cost to employ Facilities staff to repair and maintain school sites and school offices, supplies related to maintenance costs, and the costs for purchasing and operating vehicles for Facilities staff to use. Also included in this action are funds for Deferred Maintenance which allows for the periodic, more costly repairs necessary to maintain sites in good repair.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
No	OCDE understands that in order for effective teaching and learning to occur, staff and students need safe, welcoming, well-maintained environments. Highlights: • Facility work orders continue to be addressed in a timely manner by skilled individuals. From July 2023 to January 2024, the Facilities team received 1,307 work orders from OCDE school programs with 1,192 completed and the remainder underway. • Funding continued for OCDE staff associated with this action.	$1,489,163	$334,426

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

All students in our program, including Students with Disabilities and students who are English Learners, SED, foster youth, and homeless, have access to a broad course of study aligned to the California State Standards. We will provide appropriately-assigned teachers and support staff with professional learning opportunities and resources to enhance instructional practices and implementation of standards-based content with fidelity and integrity. By providing this strong foundation, students will demonstrate improvements in academic skill-building and positive prosocial behavior.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
No	OCDE school programs employ a diverse group of highly skilled professionals who are committed to supporting the academic success of every student using appropriate curriculum, materials, and supplemental resources. Highlights: • Funding continued for OCDE staff associated with this action.	$51,218,867	$26,886,850

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

In alignment with State Priority 9, through ongoing communication between OCDE and partnering school districts, we will continue to support youth who are expelled from their districts of residence. We will continue to share essential information pertaining to student academic progress and positive pro-social, and mental health development, in order to support these students as they successfully transition back to their district of residence or graduate from our program.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
No	As a county office of education, OCDE is responsible for overseeing the coordination of educational support services for students who are expelled from their Orange County schools and enroll in the ACCESS program. Highlights: • From July 2023 to January 2024, ACCESS enrolled 71 students who were expelled from their district school, and in the same timeframe, 21 expelled students in ACCESS successfully met the requirements to be allowed to return to their district school. No students were expelled from an ACCESS school. • Funding continued for OCDE staff associated with this action.	$967,623	$384,434

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

As a county office of education, OCDE is responsible for the coordination of services for foster youth across the county. We will continue to support the agencies providing direct services to Orange County students who are foster youth through ongoing consultation and communication between OCDE and collaborative partners. We will continue to offer trainings, liaison support, and case consultation, as well as, collaborate with child welfare/probation and local schools to improve coordination of services for foster youth. By providing countywide support, we will increase inter-agency coordination of essential student information pertaining to academic progress and positive pro-social and mental health development to ensure that these students are informed and empowered advocates for their individual needs and goals.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
No	As a county office of education program, OCDE is responsible for collaborating with district schools to create a network of support for the academic development of foster youth living in Orange County. Highlights: • From July 2023 to January 2024, the OCDE Foster Youth Services Coordinating Program (FYSCP) has provided 5,829 services to 1,545 students in foster care countywide. • Funding continued for OCDE staff associated with this action.	$1,058,308	$513,131

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

Consistent with State Priority 10, OCDE will continue to support students enrolled in ACCESS and the Division of Special Education (SES) who are foster youth through ongoing communication between school staff and collaborative partners to create a network of support for student academic progress, and positive pro-social and mental health development. To ensure that these students are informed and empowered to advocate for their individual needs, essential information will be shared with the OCDE foster youth team to ensure coordination of services and continuity of educational programming for the foster youth from the prior school to the subsequent school as they transition between school programs. Foster youth in ACCESS and SES schools will have access to transportation assistance, when needed, to remain in their school of origin.

Contributing?	Implementation Update	Total Funds	Mid-Year

		Budgeted	Expenditures
Yes	Foster youth who are enrolled in an OCDE school program are provided a collaborative team of professionals dedicated to empowering the students and ensuring they have the tools and resources necessary to help them create successful futures. Highlights: • Between July 2023 and January 2024, the OCDE Foster Youth Services Coordinating Program (FYSCP), in partnership with ACCESS and CONNECTIONS, have provided 169 education-related services to 103 OCDE students who are in foster care. • Funding continued for OCDE staff associated with this action.	$179,535	$120,539

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

Input received from parents, staff, and educational partners reflects the importance of having a team of educators who understand the unique needs of students who are English Learners, SED, or foster youth and are able to meet those needs through a thoughtful and empathetic approach to problem-solving, collaboration, and experiential learning. Students benefit when the educators who support them are provided with effective, relevant, timely, and targeted professional development. This is particularly true for students who are English Learners, SED, or foster youth and face challenges specific to their circumstances. Targeted professional development for staff working with vulnerable students and marginalized populations is essential to improve instruction, strengthen attendance, and increase student achievement. Providing staff with time to learn about the needs of identified student groups, explore best practices that build upon students' strengths, and collaborate with peers will enhance their ability to support learning goals and bridge

implementation gaps, resulting in improved outcomes for all students and principally benefit those who are English Learners, SED, or foster youth.			
Contributing?	**Implementation Update**	**Total Funds Budgeted**	**Mid-Year Expenditures**
Yes	In order to operate an effective and engaging educational program, OCDE recognizes the value of meaningful professional development for staff, with a particular focus on how to address and support the needs of students who are foster youth, English Learners, or socioeconomically disadvantaged. Highlights: • Between July 2023 and December 2023, five math-specific professional development workshops have been offered to support OCDE educators in the methodology and scaffolding necessary to teach critical math concepts to students who are behind in grade level competencies. Over 100 educators attended the trainings held over the course of 20 hours. Five additional math workshops are planned before the end of June 2024. • Eleven reading intervention workshops were held between July 2023 and January 2024 to support OCDE educators in best practices and strategies to support the reading development of students reading below grade level. Workshops were attended by administrators, teachers, and Classified	$740,736	$472,249

	instructional support staff. Ten additional reading workshops are planned before the end of June 2024. • In May 2024, OCDE school staff will collaborate with community partners in a comprehensive professional development day offering breakout sessions on how to promote positive student interactions, schoolwide emergency preparedness, drug trends in schools, social media challenges, trauma-informed care, and dropout prevention. • In January 2024, OCDE family engagement staff participated in a multi-district workshop designed to offer a comprehensive approach to understanding poverty using the lens of economic class. Participants discussed poverty research, examined a theory of change, and analyzed poverty through the framework of the hidden rules of class, resources, family structure, and language as it relates to socioeconomically disadvantaged students and families in their school programs.		

Goal 4

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students who are assessed using iReady Reading assessment			(New metric for 2023-24. Baseline established.) English Learners: 61% Hispanic: 58% Homeless: 51% Socioeconomically Disadvantaged: 77% Source: iReady diagnostic data	English Learners: 59% Hispanic: 53% Homeless: 51% Socioeconomically Disadvantaged: 54% Source: iReady diagnostic data	English Learners: 80% Hispanic: 80% Homeless: 75% Homeless: 51% Socioeconomically Disadvantaged: 80%
Percentage of students who are assessed using iReady Math assessment (Note: iReady Math assessment is assigned to those students who are taking or need to take Math course(s) to			(New metric for 2023-24. Baseline established.) English Learners: 57% Hispanic: 53% Homeless: 41%	English Learners: 51% Hispanic: 47% Homeless: 46% Socioeconomically Disadvantaged: 49%	English Learners: 70% Hispanic: 70% Homeless: 65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
complete their graduation requirements)			Socioeconomically Disadvantaged: 58% Source: iReady diagnostic data	Source: iReady diagnostic data	Socioeconomically Disadvantaged: 70%
Percentage of K-8 students who are identified as Chronically Absent on the California Dashboard			(New metric for 2023-24. Baseline established.) English Learners: 34.9% Hispanic: 38% Homeless: 52.9% Socioeconomically Disadvantaged: 38.2% Source: California Dashboard	English Learners: 54.2% Hispanic: 47.3% Homeless: 64.5% Socioeconomically Disadvantaged: 34% Source: California Dashboard	English Learners: 30% Hispanic: 30% Homeless: 30% Socioeconomically Disadvantaged: 30%
Percent of identified students participating in a CTE course			(New metric for 2023-24. Baseline established.) English Learners: 3.3% Hispanic: 4.3% Homeless: 2.4%	English Learners: 5.58% Hispanic: 5.45% Homeless: 6.85% Socioeconomically Disadvantaged: 5.24%	English Learners: 10% Hispanic: 10% Homeless: 10% Socioeconomically Disadvantaged: 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			Socioeconomically Disadvantaged: 4.3% Source: Aeries Student Information System reports	Source: Aeries Student Information System reports	
Graduation Rate (One-Year 12th Grade Cohort/DASS)			(New metric for 2023-24. Baseline established.) English Learners: 87% Hispanic: 80% Homeless: 93% Socioeconomically Disadvantaged: 77% Source: CA Dashboard Additional Reports	In progress	English Learners: 90% Hispanic: 85% Homeless: 95% Socioeconomically Disadvantaged: 85%

LCAP Goal 4 and Actions - Implementation Update

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

Students who are bilingual are able to read, write, and comprehend information proficiently in two languages, and OCDE supports and celebrates students who are able to interact proficiently in multiple languages, as well as the educators who teach them. For students whose primary language is a language other than English, the State assessment of English language proficiency (ELPAC) provides data to help schools monitor students' progress toward language acquisition, and additional staff will be hired to assist in this important assessment process. We will use the ELPAC information to identify students in need of additional support on their journey toward language development and offer teachers mentor support in the effective use of the new ELD curriculum.

By targeting interventions to the needs of students who are English Learners and offering additional support to their teachers, OCDE will create dynamic school environments that engage the students and encourage attendance by honoring their bilingualism while providing opportunities to practice language development through engagement, exploration, and interaction in English.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	OCDE is committed to providing enhanced support to students whose primary language is a language other than English by offering additional services to both the students and the educators who teach them. Highlights: • In Spring 2024, funds in this action will be used to temporarily employ bilingual staff to assist in the administration of the English Language Proficiency	$1,013,892	$0

	Assessments for California (ELPAC) with students who are English Learners in OCDE school programs. The ELPAC is the required state test used to monitor progress toward English language proficiency for students whose primary language is a language other than English. • OCDE is evaluating the possibility of offering short-term contracts to credentialed teachers to assist with the rollout of the new English Language Development (ELD) curriculum.		

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

OCDE strives to operate schools that honor the diversity of Hispanic communities and provides support in overcoming the obstacles preventing this population of students from achieving academic success and entering systems of higher education. In order for Hispanic students to feel welcome, supported, and included in the school environment, we are continuing our work toward creating a culture that reflects a commitment to understanding the Hispanic community, a belief in the students' ability to succeed academically, and an awareness of the supports necessary to allow students who are Hispanic to flourish. While not all of our Hispanic students are struggling academically, we believe it is critical that we provide the support to those that may need extra assistance.

Specifically designed programs will be offered to Hispanic students to encourage self-advocacy, empowerment, and cultural awareness leading to increased school attendance and improved academic performance. When students are able to visualize a future for themselves, the more likely they will be to participate in their education.

OCDE will also support teachers in developing cultural awareness. This culturally responsive approach to teaching will create school environments of equitable learning for all students. According to the National Education Association, taking a student's culture into account as a "basis for learning, communicating high expectations, and reshaping curriculum to reflect student's diversity leads to better educational outcomes."

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
No	OCDE's commitment to creating culturally responsive learning environments is designed to celebrate the contributions of the Hispanic community and to support the Hispanic students in OCDE school program in their academic growth. Highlights: • OCDE is researching opportunities to contract with community organizations who provide culturally-responsive resources, advocacy, and education to Hispanic students and their teachers to recognize the contributions and importance of Hispanic and Latino Americans and celebrate their heritage and culture.	$50,000.00	$0

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

Experiencing homelessness affects every member of the family, in particular school-age children who may be confronted with health problems, poor nutrition, and developmental delays leading to educational underachievement. Inconsistent school attendance creates gaps in learning among students who lack a fixed, regular, and adequate nighttime residence, which is a significant contributor to poor educational performance.

To promote improved attendance and academic achievement, additional resources will be targeted to students experiencing homelessness to offer STEM/STEAM activities after school to create safe spaces where students can explore hands-on, project-based learning that encompasses the fields of Science, Technology, Engineering, Arts, and

Math. Teaching these relevant and in-demand skills will encourage students to become innovative thinkers and problem solvers, develop self-confidence, and inspire in them an eagerness to learn and grow in their understanding of STEM/STEAM careers.

OCDE recognizes that supporting students experiencing homelessness also involves support and care for the families to provide them the skills, resources, and competencies necessary to make positive, sustainable changes in their lives. Families will be invited to join workshops, presentations, and discussion groups around the topics of homelessness, self-advocacy, community assets, and meaningful school engagement.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	Students experiencing homelessness must overcome significant barriers to success in school and life, and OCDE is committed to serving this special population and their families so that students may create strong educational foundations. Highlights: • OCDE school staff are exploring vendors who offer hands-on STEM/STEAM experiences after-school at sites with higher concentrations of students who are homeless.	$35,000.00	$0

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

Socioeconomic status plays a vital role in the self-esteem of young people, and for students who are socioeconomically disadvantaged (SED), not having access to the same opportunities as their peers can lead to a negative self-image and

lack of motivation. Data reveals that OCDE students who are socioeconomically disadvantaged experience a more significant number of school absences leading to lower academic achievement and a decline in graduation rates, which further contributes to feelings of powerlessness and self-doubt. While a great deal of thought and consideration on the part of OCDE staff and educational partners has gone into the development of supplemental programs, resources, and services at the school level, if students are not present to receive or interact with those supports, the benefits are lost.

To improve attendance, and by association, academic achievement and graduation rates, OCDE will expand school transportation and create opportunities for students who are socioeconomically disadvantaged to extend their learning by participating in youth leadership development programs and more extensive co-curricular learning, such as overnight educational camps, project-based learning, and destination field trips. Providing students who are SED with transportation to school and supportive environments where they can expand their base of knowledge, practice collaborating learning and teambuilding, and build their self-confidence will increase attendance and empower students and create lifelong learners who recognize and celebrate their worth to their communities.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	OCDE understands that targeted support for students who are socioeconomically disadvantaged (SED) is essential to their academic development and sense of self-worth as they become empowered to advocate for themselves, set goals, and create bright futures. • OCDE is exploring the feasibility of contracting with a school bus company to offer home-to-school transportation to students in the ACCESS community school program, focusing on the attendance challenges of students who are SED.	$3,650,000.00	$0

INFORMATION ITEM

Mid-Year Update of the 2023-24 CCPA Local Control and Accountability Plan

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
College and Career Preparatory Academy	Fatinah Judeh Interim Principal	fjudeh@ocde.us 714-796-8795

Goal 1

Goal Description
GOAL 1: ENGAGEMENT **Provide all students with motivating programs, course work, and opportunities where they feel respected and supported, included socially, culturally, and emotionally, and cared for both in and out of the classroom. Collaborate more efficiently with stakeholders to build a strong framework for student achievement and safe and supportive school climates that supports transitions into a career or post-secondary training.**

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Increase number of enrollments	Baseline from 2020-21 125	217 enrollments	125 enrollments	134 enrollments	Goal: 300 enrollments
Decrease average number weeks it takes to fully enroll	Baseline from 2021-22 4 weeks	Baseline from 2021-22 4 weeks	2 weeks	1 - 2 weeks	Goal: 2 weeks
Increase Graduation rate	Baseline from 2019-20 69%	72%	68%	65.1	Goal: 74%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Increase percentage of students who utilize community partners resources two times or more while enrolled at CCPA	Baseline from 2020-2021 Original: 30%	31%	35%	not available	Goal: Original: 45%
Increase number of community partnerships	Baseline from 2020-2021 38 partners	40 partners	42 partners	42 partners	Goal: 45 partners
Increase number of scheduled collaborative meetings with partners	Baseline from 2020-2021 Currently meeting consistently with two partners	Currently meeting consistently with four partners	Meetings scheduled with five partners	Meetings scheduled with four partners	Goal: Meetings established with 8 partners
Increase student participation at school events and resources used	Will establish baseline in 2021-22	Baseline: 29 events with student participation	34 events with student participation	26 events with student participation	Goal: Increase student participation by 15%
School attendance rate	Baseline from 2021-2022 55%	n/a	55%	52%	Goal: 58%
Chronic absenteeism rate	Baseline from 2021-2022 79%	n/a	79%	87.6%	Goal: 77%
High school dropout rate	Baseline from 2021-2022 24%	n/a	24%	not available	Goal: 22%

LCAP Goal 1 and Actions - Implementation Update

Goal 1 - Action 1: Public Awareness

To provide opportunities for at-promise young adults and increase public awareness of CCPA through use of marketing initiatives including outreach by CCPA staff to all educational stakeholders.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	• Small marketing campaign with Taradel for mailers, emails, and online advertisements launched in December 2023 and January 2024	$320,097.00	$123,599

Goal 1 - Action 2: Streamline Enrollment

Streamline enrollment process to include temporary support staff during periods of peak enrollment to accommodate the increase of appointments scheduled for prospective students. Increase flexibility in attendance procedures to better meet the needs of adult students.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	• Action item has been met, funding for OT at CAJC enrollments • Reduced enrollment steps at the admin office	$2,077.00	$0

Goal 1 - Action 3: Community Partners

Improve student participation with community partners and increase support staff to address student needs.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	• Increased student enrollments at CAJC • Support students with paraeducator support and certificated teachers on-site for additional tutoring hours	$96,832.00	$28,087

Goal 1 - Action 4: Collaboration

Collaborate with community partners to develop procedures to expedite and improve the efficiency of the enrollment process.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	• Maintained same number of partnerships while working on adding new partnerships. • Collaborated with community partners to continue streamlining enrollment process	$15,858.00	$8,101

Goal 1 - Action 5: Expand Partnerships

Expand partnership opportunities with community agencies to provide job readiness skills and vocational trainings, and increase family involvement.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	• Currently, working on increasing the number of partnerships by 2 new partners. MOUs and agreements are being reviewed and finalized. • Workshops for students include job readiness skills, and job preparation. • Four - part Scholar System series held with Dr. Victor Rios	$15,858.00	$8,101

Goal 1 - Action 6: Increase Communication and Collaboration

Increase communication and collaboration with agencies within the community, including federally-funded workforce partners, parents/families, and community agencies.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	• Currently, working on increasing the number of partnerships by 2 new partners. MOUs and agreements are being reviewed and finalized.	$437,018.00	$28,378

Goal 1 - Action 7: Expand Interventions

Provide all students with extended learning opportunities (college tours, career fairs, and community partner workshops), including transportation options for students as needed.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	• Number of events with student participation: 26 student events and meetings. • Student events included: Power of Your Image Workshop - Working Wardrobes Shopping Session, College and Career Week, Healin' and Feelin' art workshops, and college virtual tours	$44,600.00	$2,350

Goal 1 - Action 8: Expand Interventions

Expand instructional and behavioral interventions and support services to address the critical needs of all students in order to effectively define a clear path to educational attainment and transition into the community, secondary education, and the workforce

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	• Continuing to provide academic support and interventions including i-Ready • Expanded interventions with additional tutoring service through tutor.com	$36,594.00	$1,800

GOAL 2: PUPIL OUTCOMES

Provide all students with a continuum of services that address academic, behavioral, social-emotional, health, and well-being needs.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students who utilize Community Resource Specialist resources	Will establish baseline in 2021-22	22%	32%	5%	Goal: Increase 15%
Increase percentage of students who attend their weekly appointment	Baseline from 2020-21 84%	89%	88%	80%	Goal: 90%
Increase ADA Capture Rate	Baseline from 2020-2021 45%	60%	53%	52%	Goal: 63%
Increase graduation rate each year	Baseline from 2019-20 69%	72%	68%	65.1%	Goal: 74%
Increase percentage of students planning to enroll in college and/or apply for new jobs in their career interest after graduation	Baseline 2020-21 56%	68%	69%	not available	Goal: 70%

LCAP Goal 2 and Actions - Implementation Update

Goal 2 - Action 1: Track Graduates

Track students after graduation through events, surveys and follow-up conducted by CCPA staff; gather data on the efficacy of the program for maintaining a career or completing college.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
No	• Tracking percentage of students planning to enroll in college and/or apply for new jobs in their career interest after graduation through post graduation surveys	$17,258.00	$8,101

Goal 2 - Action 2: Fund Community Resource Specialist

Fund a Community Resource Specialist to identify and develop community relationships that offer resources for adult students that eliminate barriers that impede their ability to access educational options and trainings to compete in the 21st Century workforce, including student resource supplies as needed.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	• Percentage of students who utilize Community Resource Specialist resources: Currently 5%	$20,926.00	$0

Goal 2 - Action 3: Implement MTSS at Enrollment

Implement a Multi-Tiered System of Support (MTSS) that begins at enrollment and addresses the academic and social-emotional needs of all adult students; provide all students additional technology, school supplies and resources needed for them to succeed as they progress through our program and that continues after graduation.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	• Providing staff support with progressing on second portion of Year 3 of MTSS • Staff have attended MTSS training workshops • Provided students with various school supplies to support student achievement from enrollment to graduation • Continue to purchase chromebooks for all students • Continue to purchase hot-spot data for students as needed • Provide support to students from Paraeducators in attendance interventions • Provide tutoring support through online tutoring service tutor.com	$242,150.00	$100,011

Goal 2 - Action 4: Food Pantry

Work with community partners in creating a food pantry distribution center on a CCPA site to support the local community and our families that eliminates barriers for students allowing them to concentrate on academic achievements.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	• Opened new pantry on site at CCPA admin office to provide students with food and wellness kits • Continue to stock supplies as needed for pantry	$38,357.00	$9,710

Goal 3

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Increase percentage of students who are increasing their reading level in pre- and post-tests	Baseline from 2020-21 62%	46%	Final 21-22 data 42%	not available	Goal: 51%
Increase percentage of students who are increasing their math level in pre- and post-tests	Baseline from 2020-21 50%	35%	Final 21-22 data 44%	not available	Goal: 40%
Increase the number of credits earned by students, per term	Baseline from 2020-21 (Term 1) 8 Credits earned	10.54 credits earned	8.99 credits earned	not available	Goal: 11 Credits earned
Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the students they are teaching	Baseline from 2020-21 80%	100%	100%	100%	Goal: 100%
Every student has sufficient access to the standards-aligned instructional materials	Baseline from 2020-21 100%	100%	100%	100%	Goal: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
School facilities are maintained in good repair.	Baseline from 2020-21 Exemplary	Exemplary	Exemplary	Exemplary	Goal: Exemplary
Performance on Statewide assessments	Baseline from 2022- 23 Very Low	n/a	Very Low	not available	Goal: Low
Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU.	Establishing baseline in 2022-23	n/a	n/a	89%	
Percent of pupils who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks	Establishing baseline in 2022-23	n/a	n/a	12.5%	13%
Extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subject areas	Baseline from 2020-21 100%	100%	100%	100%	Goal: 100%
Percentage of English learner pupils who make progress toward English proficiency; or any subsequent assessment of English proficiency, as certified by the state board.	Baseline from 2022-23 Low	n/a	Low	not available	Goal: Medium
English learner reclassification rate	Baseline from 2020-21 29.1%	29.1%	30%	not available	Goal: 32%

LCAP Goal 3 and Actions - Implementation Update

Goal 3 - Action 1: Course Contracts

Support the course contract in career exploration and essential life skills that incorporates federally-funded workforce program offerings, including instructional materials and transportation as needed.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	• Used funding for staffing to support students taking courses with workforce partners	$16,622.00	$8,484

Goal 3 - Action 2: Curriculum Adoption

Continue to incorporate state board adopted academic content and performance standards for all students including curriculum adoption plans, focused on core academic areas, CTE, and electives that incorporate a high level of cultural relevancy in curricular options.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	• Students have access to courses that meet the UC or CSU requirements • Purchased online learning management system to provide students with online class curriculum that is aligned with adopted academic content and performance standards	$34,029.00	$31,399

Goal 3 - Action 3: ELD Curriculum

Designated ELD curriculum will be provided to students who are English Learners (ELs) that target the language needs of Long-Term ELs; continue to provide training to staff on this curriculum.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	• Continue to host ELAC meetings for all students and families to attend • Curriculum adoption meetings have been held to select and adopt new ELD curriculum	$36,774.00	$12,952

Goal 3 - Action 4: Certificated Professional Development

Provide professional learning opportunities for certificated staff to enhance instructional practices and implementation of standards-based content with fidelity and integrity to all adult students.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	• Staff have attended ACCESS and CCPA All-Staff meetings • Staff will be attending various conferences on technology, alternative education, and independent studies compliance	$23,000.00	$7,100

Goal 3 - Action 5: Classified Professional Development

Provide professional learning opportunities for classified staff to expand behavioral interventions and support services to address the critical needs of adult students.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	• Staff have attended ACCESS and CCPA All-Staff meetings • Staff will be attending various conferences on technology, alternative education, and independent studies compliance	$12,000.00	$90

Goal 3 - Action 6: Safe School Environments

We will continue to provide safe school environments that are conducive to learning for all students, including training for staff, monthly safety reports and timely facility repairs.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
No	• Admin office relocated so new furniture has been purchased as needed • Purchased new teacher furniture for classrooms	$50,000.00	$10,393