

RL

REGULAR MEETING

June 18, 2024

3:30 p.m.

Location: The public meeting will be conducted onsite with limited seating at 200 Kalmus Drive, Costa Mesa, CA 92626, via YouTube live stream <https://youtube.com/live/NfVUyRQvPXI?feature=share>, and an alternate location at Signora Sparks, Localita Bosco 8/9, 87022, Cetraro, Calabria, Italy.

ORANGE COUNTY BOARD OF EDUCATION
AGENDA

WELCOME

CALL TO ORDER

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

ROLL CALL

(*) AGENDA

Regular Meeting of June 18, 2024 – Adoption

(*) MINUTES

Special Meeting of May 22, 2024 – Approval

TIME CERTAIN

1. Inter-district Appeal Hearing (Closed) – Student #06182024001-I Santa Ana Unified School District to Newport-Mesa Unified School District.
2. Inter-district Appeal Hearing (Closed) – Student #06182024002-I Santa Ana Unified School District to Newport-Mesa Unified School District.
3. Inter-district Appeal Hearing (Closed) – Student #06182024003-I Huntington Beach City School District to Newport-Mesa Unified School District.
4. Inter-district Appeal Hearing (Closed) – Student #06182024004-I Glendora Unified School District to Anaheim Elementary School District.

PUBLIC COMMENTS (related to Closed Session)

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.

Rev. Sarah Averette-Phillips

Brea Congregational United Church of Christ

PLEDGE OF ALLEGIANCE

INTRODUCTIONS

PUBLIC COMMENTS

(30 minutes)

CONSENT CALENDAR

- (*) 5. Approve the granting of diplomas to the students listed from Alternative, Community, and Correctional Education Schools and Services, Alternative Education Division.
- (*) 6. Approve invoice #3275798 in the amount of \$70,421.24 for Haight, Brown & Bonesteel LLP.

CHARTER SCHOOLS

- 7. Charter submissions
- (*) 8. Charter School Public Hearing – Orange County Classical Academy material revision.
Aracely Chastain, Director, Charter Schools Unit, will facilitate the public hearing.

Discussion Format:

Orange County Classical Academy

Public Comments

Board Questions

STAFF RECOMMENDATIONS

- (*) 9. Approve the Orange County Department of Education (OCDE) Local Control and Accountability Plan.
- (*) 10. Approve the College and Career Preparatory Academy (CCPA) Local Control and Accountability Plan.
- (*) 11. Approve the Revised Annual County School Services Fund Budget of the County Superintendent of Schools.
- (*) 12. Receive the California School Dashboard Local Indicators: Orange County Department of Education Schools and Programs (ACCESS County Community, ACCESS Juvenile Hall, OCCS: CHEP/PCHS, and CONNECTIONS).
- (*) 13. Receive the California School Dashboard Local Indicators: College and Career Preparatory Academy.

- (*) 14. Receive the Orange County Department of Education Annual Summary Report.
- (*) 15. Approve submission of the College and Career Preparatory Academy into the DASS program.
- (*) 16. Approve Resolution # 12-24 in accordance of regulations required under Proposition 30 and 55 regarding the Education Protection Account Proposed Expenditures.

BOARD RECOMMENDATIONS

- (*) 17. Appoint the Orange County Superintendent of Schools for the remainder of the 2022-2026 term.
- (*) 18. Adopt the Resolution maintaining the appointed Superintendent of Schools salary at the base salary fixed by the April 6, 2024, Resolution plus any applicable longevity stipend set forth in the Superintendent's salary schedule, the same benefit package as management employees, and a \$12,000 annual car allowance for the remainder of the 2022-2026 term. The Board may consider future salary increases afforded to senior management employees, including, the Cost-of-Living Allowance ("COLA"), as approved by the Board.

INFORMATION ITEMS

COMMUNICATION/INFORMATION/DISCUSSION

- Charter School Grant Outreach

ANNOUNCEMENTS

- Superintendent
- Deputy Superintendent

LEGISLATIVE UPDATES

COMMITTEE REPORT

BOARD MEMBER COMMENTS

LOCATION INFORMATION

Primary Location:
OCDE Board Room
200 Kalmus Drive
Costa Mesa, CA 92626

Alternate Location: Trustee Sparks will participate from the alternate location.

Signora Sparks
Localita Bosco 8/9, 87022, Cetraro, Calabria, Italy

ADJOURNMENT

A handwritten signature in blue ink, reading "Renee Hendrick", written over a horizontal line.

Renee Hendrick
Assistant Secretary, Board of Education

The next Regular Board Meeting will be on Wednesday, July 3, 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

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ORANGE COUNTY BOARD OF EDUCATION
SPECIAL MINUTES

WELCOME

CALL TO ORDER

The Special Meeting of the Orange County Board of Education was called to order by Board President Shaw at 3:31 p.m., May 22, 2024, in the Board Room, 200 Kalmus Drive, Costa Mesa, CA 92626 and via YouTube livestream <https://youtube.com/live/Tj0d5hEmqIg?feature=share>.

ROLL CALL

Present:

Jorge Valdes, Esq.
Lisa Sparks, Ph.D.
Tim Shaw
Ken L. Williams, D.O.
Mari Barke

PLEDGE

Mayor Pro Tem Troy Bourne, San Juan Capistrano

AGENDA

Motion by Barke, seconded by Sparks, and carried by a vote of 5-0 to approve the agenda of the Special meeting on May 22, 2024.

PUBLIC COMMENTS

- Betty
- Yan
- Michelle
- Pat
- Benjamin
- Tiffany
- Cyndie
- Lorrie
- Araceli
- Jose
- Brenda
- Angela
- Eva
- Troy
- Todd
- Linda
- Betsy
- Dianne

MINUTES
Special Meeting
May 22, 2024

- Shisong
- Alex
- Lisa
- Jasmivetto
- Sarah
- Lylian
- Stephanie
- Judy
- Heidi
- Michelle
- Rebecca
- Darren

Board President Shaw read Superintendent Mijares's bio and thanked him for his service.

TIME CERTAIN

1. Interview of Candidates for Appointment to Orange County Superintendent of Schools position.

Board President Shaw outlined the process of interviewing. Each candidate had a thirty-minute interview; up to ten minutes to make an opening statement, followed by board questions for the remaining time allotted. The appointment of the OC Superintendent will take place at the June 18, 2024 regular board meeting.

A random drawing was held for the order in which the six candidates for the appointment of the Orange County Superintendent of Schools would be interviewed. The order was:

- Charles D. Hinman, Ed.D.
- Stefan Bean, Ed.D.
- Kirsten Vital Brulte
- Maria Martinez-Poulin, Ed.D.
- Ramon Miramontes, Ed.D.
- Dennis Cole

The Board took a recess from 5:10 p.m. to 5:16 p.m.

In closing, the Board thanked the applicants for their participation.

MINUTES
Special Meeting
May 22, 2024

ADJOURNMENT

On a motion duly made and seconded, the May 22, 2024, special board meeting adjourned at 7:05 p.m.



Renee Hendrick
Assistant Secretary, Board of Education

Tim Shaw
President, Board of Education

The next Regular Board Meeting will be on Wednesday, June 5, 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.

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

RP

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 18, 2024
TO: Renee Hendrick, Deputy Superintendent
FROM: Analee Kredel, Chief of Special Education Services
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 and the Division of Special Education Services 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 and the Division of Special Education Services.

AK:rc

Pages 9-11 removed (CONFIDENTIAL STUDENT INFORMATION)

R*

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 18, 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 #3275798 in the amount of \$70,421.24 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

Bill Inquiries: 213.542.8074
accountsreceivable@hbblaw.com

Tax ID: 95-1605271

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

Invoice No.: 3275798
Client/Matter: OC18-0000004
Billing Atty: ROLEN, GREGORY J.
June 11, 2024

Account Statement

Invoice Number	Invoice Date	Matter Number	Billing Attorney	Invoice Amount	Balance Due
3273819	04/04/2024	0000004	01123	\$70,079.74	\$70,079.74
3275059	05/07/2024	0000004	01123	\$63,521.51	\$63,521.51
Total Outstanding Balance					\$133,601.25
Total Amount Due on this Invoice					\$70,421.24
Total Balance Now Due					\$204,022.49

Aging of Past Due Amounts

0-30 Days	31-60 Days	61-90 Days	91-120 Days	Over 120 Days	Total Past Due
\$0.00	\$63,521.51	\$70,079.74	\$0.00	\$0.00	\$133,601.25



Haight Brown & Bonesteel LLP

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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.: 3275798
Client/Matter: OC18-0000004
Billing Atty: GREGORY J. ROLEN
June 11, 2024

Representing: Orange County Board of Education

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

Total Fees This Invoice	\$68,858.00
Total Costs Advances This Invoice	\$1,509.49
Interest Accrued on Previous Balance	\$53.75
Total Fees and Costs This Invoice	\$ 70,421.24
Balance Carried Forward from Previous Invoice(s)	133,601.25
Total Due Upon Receipt	\$ 204,022.49

BILLS ARE DUE AND PAYABLE UPON RECEIPT

THIS STATEMENT DOES NOT INCLUDE EXPENSES NOT YET RECEIVED BY THIS OFFICE
WHICH MIGHT HAVE BEEN INCURRED DURING THE PERIOD COVERED BY THIS BILLING

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

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

Haight Brown & Bonesteel LLP

213.542.8000

Invoice No: 3275798

Re: ORANGE COUNTY BOARD OF EDUCATION

OC18-0000004

General Counsel to the OCBE

Page 2

PROFESSIONAL SERVICES RENDERED through 05/31/2024

Date	Description	Attorney	Hours
05/01/2024		GJR	4.80
05/01/2024		GJR	5.90
05/01/2024		CA	4.80
05/01/2024		CA	0.20
05/02/2024		GJR	0.40
05/02/2024		GJR	0.60
05/02/2024		GJR	0.60
05/02/2024		GJR	5.60
05/02/2024		MJR	0.60
05/02/2024		CA	4.20
05/03/2024		GJR	0.50
05/03/2024		GJR	0.80
05/03/2024		GJR	0.70
05/03/2024		GJR	0.90

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Invoice No: 3275798

Re: ORANGE COUNTY BOARD OF EDUCATION
OC18-0000004

General Counsel to the OCBE

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05/03/2024	CA	5.10
05/06/2024	GJR	8.80
05/06/2024	DAV	0.60
05/06/2024	CA	3.40
05/07/2024	GJR	3.30
05/07/2024	GJR	1.00
05/07/2024	CA	2.10
05/07/2024	CA	1.90
05/08/2024	GJR	3.00
05/08/2024	GJR	10.40
05/08/2024	CA	2.50
05/08/2024	CA	1.50
05/09/2024	GJR	0.30
05/09/2024	GJR	0.90

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Re: ORANGE COUNTY BOARD OF EDUCATION

OC18-0000004

General Counsel to the OCBE

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05/09/2024	CA	3.90
05/09/2024	CA	0.40
05/10/2024	GJR	0.60
05/10/2024	GJR	0.80
05/10/2024	GJR	0.30
05/10/2024	GJR	0.80
05/10/2024	DAV	0.70
05/10/2024	CA	2.90
05/13/2024	GJR	0.90
05/13/2024	GJR	0.70
05/13/2024	GJR	0.80
05/13/2024	GJR	1.00
05/13/2024	DAV	0.40
05/13/2024	DAV	1.20

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Re: ORANGE COUNTY BOARD OF EDUCATION
OC18-0000004

General Counsel to the OCBE

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05/13/2024	CA	1.70
05/14/2024	GJR	0.90
05/14/2024	GJR	0.90
05/14/2024	GJR	0.90
05/14/2024	CA	3.50
05/15/2024	GJR	0.30
05/15/2024	GJR	0.60
05/15/2024	GJR	0.30
05/15/2024	GJR	0.30
05/15/2024	DAV	0.40
05/15/2024	CA	2.50
05/15/2024	CA	0.70
05/16/2024	GJR	0.70
05/16/2024	GJR	0.90

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OC18-0000004

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05/16/2024	GJR	0.50
05/16/2024	GJR	0.50
05/16/2024	GJR	0.40
05/16/2024	GJR	0.70
05/16/2024	GJR	0.30
05/16/2024	GJR	2.80
05/16/2024	MJR	2.10
05/16/2024	CA	4.10
05/17/2024	GJR	2.40
05/17/2024	GJR	0.50
05/17/2024	GJR	0.90
05/17/2024	GJR	0.90
05/17/2024	CA	3.90
05/17/2024	CA	0.40

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General Counsel to the OCBE

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05/20/2024	GJR	1.10
05/20/2024	GJR	0.80
05/20/2024	GJR	0.80
05/20/2024	GJR	0.80
05/20/2024	GJR	0.60
05/20/2024	GJR	1.20
05/20/2024	DAV	0.40
05/20/2024	DAV	1.30
05/20/2024	MJR	1.10
05/20/2024	CA	3.30
05/20/2024	CA	0.70
05/21/2024	GJR	0.30
05/21/2024	GJR	0.30
05/21/2024	GJR	1.40
05/21/2024	CA	2.20

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05/21/2024	CA	0.90
05/21/2024	CA	0.90
05/22/2024	GJR	4.10
05/22/2024	GJR	5.00
05/22/2024	MJR	0.50
05/22/2024	MJR	0.30
05/22/2024	CA	2.50
05/22/2024	CA	1.50
05/23/2024	GJR	4.90
05/23/2024	GJR	0.40
05/23/2024	GJR	0.30
05/23/2024	GJR	0.30
05/23/2024	GJR	1.90
05/23/2024	GJR	0.50
05/23/2024	DAV	2.20

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05/23/2024	CA	3.60
05/24/2024	GJR	0.60
05/24/2024	GJR	0.90
05/24/2024	GJR	0.40
05/24/2024	GJR	0.90
05/24/2024	GJR	0.30
05/24/2024	DAV	1.40
05/24/2024	DAV	1.10
05/24/2024	DAV	2.20
05/24/2024	CA	1.90
05/28/2024	GJR	0.90
05/28/2024	GJR	0.70
05/28/2024	GJR	0.30
05/28/2024	GJR	0.50
05/28/2024	DAV	0.40

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Re: ORANGE COUNTY BOARD OF EDUCATION

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General Counsel to the OCBE

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05/28/2024	MJR	0.70
05/28/2024	MJR	1.10
05/28/2024	CA	2.60
05/28/2024	CA	1.10
05/29/2024	GJR	0.90
05/29/2024	GJR	0.80
05/29/2024	GJR	0.80
05/29/2024	GJR	0.70
05/29/2024	GJR	1.10
05/29/2024	GJR	0.30
05/29/2024	GJR	0.30
05/29/2024	CA	3.30
05/29/2024	CA	2.40

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Re: ORANGE COUNTY BOARD OF EDUCATION
OC18-0000004

General Counsel to the OCBE

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05/30/2024	GJR	0.90
05/30/2024	GJR	0.50
05/30/2024	GJR	0.80
05/30/2024	GJR	1.10
05/30/2024	GJR	0.30
05/30/2024	GJR	1.70
05/30/2024	DAV	0.30
05/30/2024	DAV	0.40
05/30/2024	MJR	0.50
05/30/2024	MJR	0.30
05/30/2024	CA	5.30
05/31/2024	GJR	0.60
05/31/2024	CA	4.10

Total Hours 217.30

Total Fees This Invoice \$68,858.00

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Invoice No: 3275798

Re: ORANGE COUNTY BOARD OF EDUCATION

OC18-0000004

General Counsel to the OCBE

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Timekeeper	Hours	Rate	Amount
GREGORY J. ROLEN	111.10	\$400.00	44,440.00
DONALD A VELEZ JR	13.00	\$400.00	5,200.00
MEGAN J RECHBERG	7.20	\$340.00	2,448.00
CHRISTINA ALLEN	86.00	\$195.00	16,770.00
	<u>217.30</u>		<u>68,858.00</u>

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Re: ORANGE COUNTY BOARD OF EDUCATION

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General Counsel to the OCBE

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Mileage

04/15/2024	95.14
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05/02/2024	38.86
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05/08/2024	38.86
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05/23/2024	38.86
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Total for Mileage	211.72
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Out-of-Town Travel

05/30/2024	489.97
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05/30/2024	322.50
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Total for Out-of-Town Travel	812.47
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Court Fees

05/10/2024	50.00
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Total for Court Fees	50.00
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Photocopying

05/24/2024	3.75
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05/24/2024	119.25
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05/24/2024	0.15
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05/30/2024	0.30
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Total for Photocopying	123.45
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Parking Expense

04/15/2024	4.50
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05/02/2024	52.00
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Invoice No: 3275798

Re: ORANGE COUNTY BOARD OF EDUCATION
OC18-0000004

General Counsel to the OCBE

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05/08/2024	78.00
05/23/2024	52.00
Total for Parking Expense	186.50
Other	
05/03/2024	7.50
05/03/2024	7.50
05/03/2024	15.00
05/03/2024	15.00
05/03/2024	5.00
05/03/2024	15.00
05/03/2024	15.00
05/03/2024	15.00
05/03/2024	22.85

Haight Brown & Bonesteel LLP
213.542.8000

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

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05/03/2024 7.50

Total for Other 125.35

Total Costs Advanced This Invoice \$1,509.49

Total Fees and Costs This Invoice \$70,421.24



Haight Brown & Bonesteel LLP

LAWYERS

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

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

www.hbblaw.com

Telephone: 213.542.8000

Facsimile: 213.542.8100

Bill Inquiries: 213.542.8074
accountsreceivable@hbblaw.com

Tax ID: 95-1605271

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

Remit To:

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

Invoice No.: 3275798

Client/Matter: OC18-0000004

Billing Atty: GREGORY J. ROLEN

June 11, 2024

PROFESSIONAL SERVICES RENDERED through May 31, 2024

Total Fees This Invoice	\$ 68,858.00
Total Costs Advanced This Invoice	\$ 1,509.49
Interest	\$ 53.75
Total Fees and Costs This Invoice	\$ <u>70,421.24</u>
Balance Forward	\$ 133,601.25
Total Due Upon Receipt	\$ <u>204,022.49</u>

PLEASE RETURN THIS PAGE WITH YOUR REMITTANCE

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

**ORANGE COUNTY BOARD OF
BOARD AGENDA ITEM**

Item: Charter Schools #8

June 18, 2024

☒ Mailed ☐ Distributed at meeting

RW

DATE: June 18, 2024

TO: Renee Hendrick, Deputy Superintendent

FROM: Aracely Chastain, Director, Charter Schools

SUBJECT: Public Hearing – Orange County Classical Academy Material Revision

DESCRIPTION:

On May 13, 2024, Orange County Classical Academy submitted a material revision to add two school facilities within the boundaries of Orange Unified School District at 2190 N. Canal St., Orange, CA, 92869, and Santa Ana Unified School District at 2130 N. Grand Ave., Santa Ana for the 2024-25 school year.

RECOMMENDATION:

Per California Education Code, the Orange County Board of Education shall hold a public hearing on the provisions of the Orange County Classical Academy amended charter petition and consider the level of support for the material revision at the June 18, 2024, board meeting.

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ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 18, 2024
TO: Renee Hendrick, Deputy Superintendent
FROM: Ramon Miramontes, Ed.D., Deputy Superintendent
SUBJECT: OCDE Local Control and Accountability Plan

BACKGROUND:

The Orange County Department of Education Local Control and Accountability Plan (LCAP) for the 2024-25 school year was presented to the Board on June 5, 2024. As required by law the LCAP included student, parent and community partner input and was posted to the Orange County Department of Education website for public review.

RECOMMENDATION:

Adopt the OCDE Local Control and Accountability Plan

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 18, 2024
TO: Renee Hendrick, Deputy Superintendent
FROM: Ramon Miramontes, Ed.D., Deputy Superintendent
SUBJECT: College and Career Preparatory Academy
Local Control and Accountability Plan

BACKGROUND:

College and Career Preparatory Academy Local Control and Accountability Plan (LCAP) for the 2024-2025 school year was presented to the Board on June 5, 2024. As required by the law, the LCAP includes student, parent, and community partner input and was posted to the Orange County Department of Education website for public review.

RECOMMENDATION:

Approve College and Career Preparatory Academy Local Control and Accountability Plan

June 18, 2024

[X] Mailed [] Distributed at meeting

RW

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 18, 2024

TO: Renee Hendrick, Deputy Superintendent

FROM: David Giordano, Associate Superintendent, Administrative Services

SUBJECT: Budget Approval for Fiscal Year 2024-25

As required by State regulations, the attached documents include the 2024-25 OCDE budget and the Criteria and Standards. The July budget reflects preliminary estimates of income and expenditures, including projected growth needs, based on information available from the Governor's May Revise.

RECOMMENDATION:

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

DG:sh

Description			Resource Codes		Object Codes		2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
							Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES													
1) LCFF Sources		8010-8099	120,470,942.00	7,005,291.00	127,476,233.00	127,976,115.00	6,999,192.00	134,975,307.00	5.9%				
2) Federal Revenue		8100-8299	0.00	30,047,073.00	30,047,073.00	0.00	21,656,522.00	21,656,522.00	-27.9%				
3) Other State Revenue		8300-8599	7,075,475.00	31,848,796.00	38,924,271.00	7,343,536.00	24,645,936.00	31,989,472.00	-17.8%				
4) Other Local Revenue		8600-8799	99,518,030.00	64,888,923.00	164,406,953.00	100,502,623.00	64,470,808.00	164,973,431.00	0.3%				
5) TOTAL, REVENUES			227,064,447.00	133,790,083.00	360,854,530.00	235,822,274.00	117,772,458.00	353,594,732.00	-2.0%				
B. EXPENDITURES													
1) Certificated Salaries		1000-1999	33,073,928.00	23,862,782.00	56,936,710.00	38,716,773.00	23,141,640.00	61,858,413.00	8.6%				
2) Classified Salaries		2000-2999	41,807,493.00	26,822,135.00	68,629,628.00	45,988,853.00	25,587,572.00	71,576,425.00	4.3%				
3) Employee Benefits		3000-3999	35,221,686.00	29,048,490.00	64,270,176.00	42,828,626.00	30,634,109.00	73,462,735.00	14.3%				
4) Books and Supplies		4000-4999	15,156,877.00	13,450,113.00	28,606,990.00	16,813,003.00	19,706,092.00	36,519,095.00	27.7%				
5) Services and Other Operating Expenditures		5000-5999	46,303,408.00	39,942,341.00	86,245,749.00	53,924,692.00	32,240,651.00	86,165,343.00	-0.1%				
6) Capital Outlay		6000-6999	8,663,627.00	6,029,722.00	14,693,349.00	16,760,768.00	3,118,366.00	19,879,134.00	35.3%				
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	27,404,560.00	298,279.00	27,702,839.00	36,886,688.00	90,987.00	36,977,675.00	33.5%				
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(16,136,763.00)	9,569,609.00	(6,567,154.00)	(15,622,506.00)	9,647,502.00	(5,975,004.00)	-9.0%				
9) TOTAL, EXPENDITURES			191,494,816.00	149,023,471.00	340,518,287.00	236,296,897.00	144,166,919.00	380,463,816.00	11.7%				
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)													
			35,569,631.00	(15,233,388.00)	20,336,243.00	(474,623.00)	(26,394,461.00)	(26,869,084.00)	-232.1%				
D. OTHER FINANCING SOURCES/USES													
1) Interfund Transfers													
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%				
b) Transfers Out		7600-7629	891,972.00	980,735.00	1,872,707.00	780,996.00	980,735.00	1,761,731.00	-5.9%				
2) Other Sources/Uses													
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%				
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%				
3) Contributions		8980-8999	(10,472,901.00)	10,472,901.00	0.00	(11,552,493.00)	11,552,493.00	0.00	0.0%				
4) TOTAL, OTHER FINANCING SOURCES/USES			(11,364,873.00)	9,492,166.00	(1,872,707.00)	(12,333,489.00)	10,571,758.00	(1,761,731.00)	-5.9%				
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)													
			24,204,758.00	(5,741,222.00)	18,463,536.00	(12,808,112.00)	(15,822,703.00)	(28,630,815.00)	-255.1%				
F. FUND BALANCE, RESERVES													
1) Beginning Fund Balance													
a) As of July 1 - Unaudited		9791	273,278,354.00	102,813,627.00	376,091,981.00	297,483,112.00	97,072,405.00	394,555,517.00	4.9%				
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%				

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			273,278,354.00	102,813,627.00	376,091,981.00	297,483,112.00	97,072,405.00	394,555,517.00	4.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			273,278,354.00	102,813,627.00	376,091,981.00	297,483,112.00	97,072,405.00	394,555,517.00	4.9%
2) Ending Balance, June 30 (E + F1e)			297,483,112.00	97,072,405.00	394,555,517.00	284,675,000.00	81,249,702.00	365,924,702.00	-7.3%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	70,000.00	0.00	70,000.00	70,000.00	0.00	70,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	97,072,405.00	97,072,405.00	0.00	81,249,702.00	81,249,702.00	-16.3%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	103,888,371.00	0.00	103,888,371.00	87,790,809.00	0.00	87,790,809.00	-15.5%
ACCESS LCFF / LCAP Priorities	0000	9780	47,029,852.00		47,029,852.00			0.00	
Rancho Sonado Rebuilt	0000	9780	14,089,717.00		14,089,717.00			0.00	
COE LCAP & Support Approval	0000	9780	9,508,032.00		9,508,032.00			0.00	
Mandated Costs	0000	9780	8,588,312.00		8,588,312.00			0.00	
Medical Administrative Activities (MAA)	0000	9780	5,913,458.00		5,913,458.00			0.00	
OCDE ERATE	0000	9780	2,484,772.00		2,484,772.00			0.00	
2015-16 One-Time Discretionary	0000	9780	1,198,816.00		1,198,816.00			0.00	
FIS V-Card District Discretionary	0000	9780	1,195,589.00		1,195,589.00			0.00	
Various Workshop Programs	0000	9780	1,005,631.00		1,005,631.00			0.00	
Various Other Designated Programs	0000	9780	402,632.00		402,632.00			0.00	
EISS/SEED Workshops	0000	9780	277,896.00		277,896.00			0.00	
OC County Board Discretionary	0000	9780	250,000.00		250,000.00			0.00	
Charter Facility Fund	0000	9780	250,000.00		250,000.00			0.00	
Instructional Materials Lottery	1100	9780	11,359,146.00		11,359,146.00			0.00	
CTEp (ROP) Instructional Materials Lottery	1100	9780	328,628.00		328,628.00			0.00	
ACCESS LCFF / LCAP Priorities	0000	9780	0.00		0.00	38,159,110.00		38,159,110.00	
COE LCAP Support & Approval	0000	9780	0.00		0.00	10,006,672.00		10,006,672.00	
Mandated Costs	0000	9780	0.00		0.00	9,074,647.00		9,074,647.00	
Medical Administrative Activities (MAA)	0000	9780	0.00		0.00	5,799,067.00		5,799,067.00	

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OCDE ERATE	0000	9780			0.00	2,463,260.00		2,463,260.00	
Rancho Sonado Rebuilt	0000	9780			0.00	2,000,000.00		2,000,000.00	
FIS V-Card District Discretionary	0000	9780			0.00	1,533,452.00		1,533,452.00	
Various Workshop Programs	0000	9780			0.00	1,380,419.00		1,380,419.00	
2015-16 One-Time Discretionary	0000	9780			0.00	1,198,816.00		1,198,816.00	
Various Other Designations	0000	9780			0.00	969,516.00		969,516.00	
Reserve for Outdated Checks	0000	9780			0.00	875,858.00		875,858.00	
Reserve for Purchase of ITO Program Ambassadors & Purchase/Construction of their Enclosures	0000	9780			0.00				
Reserve for Various Security & Safety Supplies	0000	9780			0.00	610,000.00		610,000.00	
OC County Board Discretionary	0000	9780			0.00	465,000.00		465,000.00	
Charter School Facility Fund	0000	9780			0.00	250,000.00		250,000.00	
Information Technology Bi-Tech	0000	9780			0.00	250,000.00		250,000.00	
Instructional Materials Lottery	1100	9780			0.00	219,870.00		219,870.00	
CTep (ROP) Instructional Materials Lottery	1100	9780			0.00	12,200,604.00		12,200,604.00	
e) Unassigned/Unappropriated					0.00	328,628.00		328,628.00	
Reserve for Economic Uncertainties		9789	193,524,741.00	0.00	193,524,741.00	196,814,191.00	0.00	196,814,191.00	1.7%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111		0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment		8011	26,832,074.00	0.00	26,832,074.00	27,776,700.00	0.00	27,776,700.00	3.5%
State Aid - Current Year		8012	338,158.00	0.00	338,158.00	307,114.00	0.00	307,114.00	-8.2%
Education Protection Account State Aid - Current Year		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Aid - Prior Years		8021	500,475.00	0.00	500,475.00	508,389.00	0.00	508,389.00	1.6%
Tax Relief Subventions		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Homeowners' Exemptions		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Timber Yield Tax									
Other Subventions/In-Lieu Taxes									
County & District Taxes		8041	124,056,824.00	0.00	124,056,824.00	129,442,732.00	0.00	129,442,732.00	4.3%
Secured Roll Taxes		8042	4,001,236.00	0.00	4,001,236.00	4,030,620.00	0.00	4,030,620.00	0.7%
Unsecured Roll Taxes		8043	2,080,548.00	0.00	2,080,548.00	1,634,518.00	0.00	1,634,518.00	-21.4%
Prior Years' Taxes		8044	3,055,551.00	0.00	3,055,551.00	7,464,547.00	0.00	7,464,547.00	144.3%
Supplemental Taxes									
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Community Redevelopment Funds (SB 617/699/1992)		8047	11,827,186.00	0.00	11,827,186.00	12,691,110.00	0.00	12,691,110.00	7.3%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Receipt from Co. Board of Suprs.		8070	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			172,692,052.00	0.00	172,692,052.00	183,855,730.00	0.00	183,855,730.00	6.5%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	(684,362.00)		(684,362.00)	(715,406.00)		(715,406.00)	4.5%
All Other LCFF Transfers - Current Year	All Other	8091	(338,158.00)	0.00	(338,158.00)	(307,114.00)	0.00	(307,114.00)	-8.2%
Transfers to Charter Schools in Lieu of Property Taxes		8096	741,640.00	0.00	741,640.00	741,640.00	0.00	741,640.00	0.0%
Property Taxes Transfers		8097	(51,940,230.00)	7,005,291.00	(44,934,939.00)	(55,598,735.00)	6,999,192.00	(48,599,543.00)	8.2%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			120,470,942.00	7,005,291.00	127,476,233.00	127,976,115.00	6,999,192.00	134,975,307.00	5.9%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	1,046,420.00	1,046,420.00	0.00	1,046,420.00	1,046,420.00	0.0%
Special Education Discretionary Grants		8182	0.00	524,367.00	524,367.00	0.00	524,364.00	524,364.00	0.0%
Child Nutrition Programs		8220	0.00	498,302.00	498,302.00	0.00	480,000.00	480,000.00	-3.7%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	2,036,901.00	2,036,901.00	0.00	2,223,345.00	2,223,345.00	9.2%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		3,375,470.00	3,375,470.00		3,584,753.00	3,584,753.00	6.2%
Title I, Part D, Local Delinquent Programs	3025	8290		1,099,601.00	1,099,601.00		1,277,796.00	1,277,796.00	16.2%
Title II, Part A, Supporting Effective Instruction	4035	8290		62,043.00	62,043.00		62,043.00	62,043.00	0.0%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		72,081.00	72,081.00		72,081.00	72,081.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%

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			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 3183, 4037, 4038, 4123, 4124, 4126, 4127, 4128, 4204, 5630								
		8290		1,805,809.00	1,805,809.00		1,827,958.00	1,827,958.00	13.8%
	Career and Technical Education	8290		0.00	0.00		0.00	0.00	0.0%
	All Other Federal Revenue	8290	0.00	19,726,279.00	19,726,279.00	0.00	10,557,762.00	10,557,762.00	-46.5%
	TOTAL, FEDERAL REVENUE		0.00	30,047,073.00	30,047,073.00	0.00	21,656,522.00	21,656,522.00	-27.9%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	232,629.00	232,629.00	0.00	232,629.00	232,629.00	0.0%
Mandated Costs Reimbursements		8550	822,072.00	0.00	822,072.00	828,275.00	0.00	828,275.00	0.8%
Lottery - Unrestricted and Instructional Materials		8560	838,031.00	330,763.00	1,168,794.00	860,751.00	350,136.00	1,210,887.00	3.6%
Tax Relief Subventions									
Restricted Levies - Other		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Homeowners' Exemptions		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes									
Pass-Through Revenues From									
State Sources		8587	0.00	19,736.00	19,736.00	0.00	19,736.00	19,736.00	0.0%
After School Education and Safety (ASES)	6010	8590		146,672.00	146,672.00		235,286.00	235,286.00	60.4%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6680, 6685, 6690, 6695	8590		5,044,229.00	5,044,229.00		4,892,928.00	4,892,928.00	-3.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		1,754,655.00	1,754,655.00		2,076,386.00	2,076,386.00	18.3%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	5,415,372.00	24,320,112.00	29,735,484.00	5,654,510.00	16,838,835.00	22,493,345.00	-24.4%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, OTHER STATE REVENUE			7,075,475.00	31,848,796.00	38,924,271.00	7,343,536.00	24,645,935.00	31,989,472.00	-17.6%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	3,336,713.00	3,336,713.00	0.00	3,336,713.00	3,336,713.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	130,885.00	120,007.00	250,892.00	130,885.00	100,000.00	230,885.00	-8.0%
Food Service Sales		8634	190,000.00	0.00	190,000.00	190,000.00	0.00	190,000.00	0.0%
All Other Sales		8639	400.00	3,775.00	4,175.00	400.00	2,800.00	3,200.00	-23.4%
Leases and Rentals		8650	100.00	0.00	100.00	1,783.00	0.00	1,783.00	1,683.0%
Interest		8660	18,400,000.00	0.00	18,400,000.00	18,944,767.00	0.00	18,944,767.00	3.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	1,530,528.00	0.00	1,530,528.00	2,635,647.00	0.00	2,635,647.00	72.2%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	8,788,836.00	42,591,313.00	51,380,149.00	9,270,543.00	48,807,383.00	58,077,926.00	13.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	4,652,257.00	560,575.00	5,212,832.00	4,619,713.00	581,720.00	5,201,433.00	-0.2%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Local Revenue		8699	23,769,142.00	13,461,039.00	37,230,181.00	21,478,019.00	6,775,383.00	28,253,402.00	-24.1%
Tuition		8710	40,743,277.00	4,795,114.00	45,538,391.00	41,354,897.00	4,846,422.00	46,201,319.00	1.5%
All Other Transfers In		8781-8783	1,312,605.00	0.00	1,312,605.00	1,312,605.00	0.00	1,312,605.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		20,387.00	20,387.00		20,387.00	20,387.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	563,364.00	0.00	563,364.00	New
TOTAL, OTHER LOCAL REVENUE			99,518,030.00	64,888,923.00	164,406,953.00	100,502,623.00	64,470,808.00	164,973,431.00	0.3%
TOTAL, REVENUES			227,064,447.00	133,790,083.00	360,854,530.00	235,822,274.00	117,772,458.00	353,594,732.00	-2.0%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	19,594,380.00	11,898,003.00	31,492,383.00	20,390,929.00	10,897,928.00	31,288,857.00	-0.6%
Certificated Pupil Support Salaries		1200	1,936,210.00	2,809,983.00	4,746,193.00	2,499,153.00	2,843,554.00	5,342,707.00	12.8%
Certificated Supervisors' and Administrators' Salaries		1300	11,172,614.00	6,542,438.00	17,715,052.00	15,399,284.00	6,831,493.00	22,230,757.00	25.5%
Other Certificated Salaries		1900	370,724.00	2,612,358.00	2,983,082.00	427,427.00	2,568,665.00	2,996,092.00	0.4%
TOTAL, CERTIFICATED SALARIES			33,073,928.00	23,862,782.00	56,936,710.00	38,716,773.00	23,141,640.00	61,858,413.00	8.6%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	2,709,269.00	11,678,075.00	14,387,344.00	2,963,157.00	11,441,004.00	14,404,161.00	0.1%
Classified Support Salaries		2200	1,455,480.00	1,538,808.00	2,994,288.00	1,723,772.00	1,512,291.00	3,236,063.00	8.1%
Classified Supervisors' and Administrators' Salaries		2300	24,597,934.00	9,154,064.00	33,751,998.00	26,863,996.00	8,202,065.00	35,066,061.00	3.9%
Clerical, Technical and Office Salaries		2400	12,868,769.00	4,423,772.00	17,292,541.00	14,267,948.00	4,424,747.00	18,692,696.00	8.1%
Other Classified Salaries		2900	176,041.00	27,416.00	203,457.00	169,979.00	7,465.00	177,444.00	-12.8%
TOTAL, CLASSIFIED SALARIES			41,807,493.00	26,822,135.00	68,629,628.00	45,988,853.00	25,587,572.00	71,576,425.00	4.3%
EMPLOYEE BENEFITS									
STRS		3101-3102	6,550,257.00	8,662,424.00	15,212,681.00	6,884,295.00	8,458,888.00	15,343,183.00	0.9%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
PERS		3201-3202	11,598,372.00	7,845,350.00	19,443,722.00	12,522,316.00	7,460,250.00	19,982,566.00	2.8%
OASDI/Medicare/Alternative		3301-3302	1,301,782.00	912,446.00	2,214,228.00	1,323,275.00	781,875.00	2,105,150.00	-4.9%
Health and Welfare Benefits		3401-3402	13,239,590.00	10,107,886.00	23,347,476.00	19,466,520.00	12,563,455.00	32,029,975.00	37.2%
Unemployment Insurance		3501-3502	40,492.00	28,906.00	69,398.00	41,921.00	25,253.00	67,174.00	-3.2%
Workers' Compensation		3601-3602	1,708,385.00	1,197,282.00	2,905,667.00	1,768,460.00	1,048,691.00	2,817,141.00	-3.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	782,808.00	294,196.00	1,077,004.00	821,849.00	295,697.00	1,117,546.00	3.8%
TOTAL, EMPLOYEE BENEFITS			35,221,686.00	29,048,490.00	64,270,176.00	42,828,626.00	30,634,109.00	73,462,735.00	14.3%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	970,673.00	187,067.00	1,157,740.00	495,798.00	387,067.00	882,865.00	-23.7%
Books and Other Reference Materials		4200	112,171.00	60,285.00	172,456.00	113,781.00	25,050.00	138,831.00	-19.5%
Materials and Supplies		4300	12,325,081.00	4,659,654.00	16,984,735.00	14,516,276.00	10,900,102.00	25,416,378.00	49.6%
Noncapitalized Equipment		4400	1,543,952.00	8,072,592.00	9,616,544.00	1,482,148.00	7,974,873.00	9,457,021.00	-1.7%
Food		4700	205,000.00	470,515.00	675,515.00	205,000.00	419,000.00	624,000.00	-7.6%
TOTAL, BOOKS AND SUPPLIES			15,156,877.00	13,450,113.00	28,606,990.00	16,813,003.00	19,706,092.00	36,519,095.00	27.7%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	6,916,687.00	17,656,455.00	24,573,042.00	7,317,805.00	14,085,809.00	21,403,614.00	-12.9%
Travel and Conferences		5200	1,516,167.00	1,298,746.00	2,814,913.00	1,569,417.00	1,218,076.00	2,887,493.00	2.6%
Dues and Memberships		5300	241,004.00	19,776.00	260,780.00	241,899.00	17,741.00	259,640.00	-0.4%
Insurance		5400 - 5450	637,315.00	0.00	637,315.00	462,000.00	0.00	462,000.00	-27.5%
Operations and Housekeeping Services		5500	1,263,037.00	232,655.00	1,495,692.00	1,210,028.00	225,355.00	1,435,383.00	-4.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	14,402,846.00	1,202,971.00	15,605,817.00	20,987,892.00	1,137,636.00	22,125,528.00	41.8%
Transfers of Direct Costs		5710	(902,975.00)	902,975.00	0.00	(1,029,501.00)	1,029,501.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(89,709.00)	0.00	(89,709.00)	(87,809.00)	0.00	(87,809.00)	-2.1%
Professional/Consulting Services and Operating Expenditures		5800	21,540,908.00	18,303,154.00	39,844,063.00	22,374,884.00	14,407,121.00	36,782,005.00	-7.7%
Communications		5900	778,227.00	325,609.00	1,103,836.00	778,077.00	119,412.00	897,489.00	-18.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			46,303,408.00	39,942,341.00	86,245,749.00	53,924,692.00	32,240,651.00	86,165,343.00	-0.1%
CAPITAL OUTLAY									
Land		6100	46,487.00	443,345.00	489,832.00	850.00	0.00	850.00	-99.8%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	7,385,283.00	60,239.00	7,445,522.00	15,484,717.00	50,000.00	15,534,717.00	108.6%

Description			Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
					Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Books and Media for New School Libraries or Major Expansion of School Libraries						0.00	0.00	0.00	0.00	0.00	0.0%
Equipment						1,054,357.00	2,785,792.00	3,840,149.00	1,097,701.00	1,604,550.00	-29.6%
Equipment Replacement						177,500.00	2,740,346.00	2,917,846.00	177,500.00	1,463,816.00	-43.7%
Lease Assets						0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets						0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY						8,663,627.00	6,029,722.00	14,693,349.00	16,760,768.00	3,118,366.00	35.3%
OTHER OUTGO (excluding Transfers of Indirect Costs)											
Tuition											
Tuition for Instruction Under Interdistrict Attendance Agreements						0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools						0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments											
Payments to Districts or Charter Schools						0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices						0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs						0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues											
To Districts or Charter Schools						0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices						0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs						0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments											
To Districts or Charter Schools			6500		7221		0.00	0.00		0.00	0.0%
To County Offices			6500		7222		0.00	0.00		0.00	0.0%
To JPAs			6500		7223		0.00	0.00		0.00	0.0%
ROC/P Transfers of Apportionments											
To Districts or Charter Schools			6360		7221		0.00	0.00		0.00	0.0%
To County Offices			6360		7222		0.00	0.00		0.00	0.0%
To JPAs			6360		7223		0.00	0.00		0.00	0.0%
Other Transfers of Apportionments			All Other		7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers					7281-7283	15,862,524.00	0.00	15,862,524.00	15,872,489.00	0.00	0.1%
All Other Transfers Out to All Others					7299	11,459,274.00	149,279.00	11,608,553.00	20,931,437.00	22,881.00	80.5%
Debt Service											
Debt Service - Interest					7438	62.00	0.00	62.00	62.00	0.00	0.0%
Other Debt Service - Principal					7439	82,700.00	149,000.00	231,700.00	82,700.00	68,106.00	-34.9%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			27,404,560.00	298,279.00	27,702,839.00	36,886,688.00	90,987.00	36,977,675.00	33.5%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(9,569,609.00)	9,569,609.00	0.00	(9,647,502.00)	9,647,502.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(6,567,154.00)	0.00	(6,567,154.00)	(5,975,004.00)	0.00	(5,975,004.00)	-9.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(16,136,763.00)	9,569,609.00	(6,567,154.00)	(15,622,506.00)	9,647,502.00	(5,975,004.00)	-9.0%
TOTAL, EXPENDITURES			191,494,816.00	149,023,471.00	340,518,287.00	236,296,897.00	144,166,919.00	380,463,816.00	11.7%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	891,972.00	0.00	891,972.00	780,996.00	0.00	780,996.00	-12.4%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			891,972.00	0.00	891,972.00	780,996.00	0.00	780,996.00	-5.9%
OTHER SOURCES/USES									
SOURCES									
State Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Emergency Apportionments									
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(8,098,554.00)	8,098,554.00	0.00	(8,788,320.00)	8,788,320.00	0.00	0.0%
Contributions from Restricted Revenues		8990	(2,374,347.00)	2,374,347.00	0.00	(2,764,173.00)	2,764,173.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(10,472,901.00)	10,472,901.00	0.00	(11,552,493.00)	11,552,493.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a-b + c - d + e)			(11,364,873.00)	9,492,166.00	(1,872,707.00)	(12,333,489.00)	10,571,758.00	(1,761,731.00)	-5.9%

Description			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Function Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	
A. REVENUES									
1) LCFF Sources			120,470,942.00	7,005,291.00	127,476,233.00	127,976,115.00	6,999,192.00	134,975,307.00	5.9%
2) Federal Revenue			0.00	30,047,073.00	30,047,073.00	0.00	21,666,522.00	21,666,522.00	-27.9%
3) Other State Revenue			7,075,475.00	31,848,796.00	38,924,271.00	7,343,536.00	24,645,936.00	31,989,472.00	-17.8%
4) Other Local Revenue			99,518,030.00	64,888,923.00	164,406,953.00	100,502,623.00	64,470,808.00	164,973,431.00	0.3%
5) TOTAL, REVENUES			227,064,447.00	133,790,083.00	360,854,530.00	235,822,274.00	117,772,458.00	353,594,732.00	-2.0%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		37,421,864.00	43,292,576.00	80,714,440.00	40,355,589.00	46,225,545.00	86,581,134.00	7.3%
2) Instruction - Related Services	2000-2999		55,805,465.00	77,136,603.00	132,942,068.00	66,145,640.00	72,062,973.00	138,208,613.00	4.0%
3) Pupil Services	3000-3999		11,771,143.00	12,671,446.00	24,442,589.00	13,618,909.00	12,664,318.00	26,283,227.00	7.5%
4) Ancillary Services	4000-4999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		31,019,541.00	9,616,114.00	40,635,655.00	35,727,728.00	9,694,007.00	45,421,735.00	11.8%
8) Plant Services	8000-8999		28,072,243.00	6,008,453.00	34,080,696.00	43,562,343.00	3,429,089.00	46,991,432.00	37.9%
9) Other Outgo	9000-9999	Except 7600-7699	27,404,560.00	298,279.00	27,702,839.00	36,896,688.00	90,987.00	36,977,675.00	33.5%
10) TOTAL, EXPENDITURES			191,494,816.00	149,023,471.00	340,518,287.00	236,296,897.00	144,166,919.00	380,463,816.00	11.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)									
			35,569,631.00	(15,233,388.00)	20,336,243.00	(474,623.00)	(26,394,461.00)	(26,869,084.00)	-232.1%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	891,972.00	980,735.00	1,872,707.00	780,996.00	980,735.00	1,761,731.00	-5.9%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(10,472,901.00)	10,472,901.00	0.00	(11,552,493.00)	11,552,493.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(11,364,873.00)	9,492,166.00	(1,872,707.00)	(12,333,489.00)	10,571,758.00	(1,761,731.00)	-5.9%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			24,204,758.00	(5,741,222.00)	18,463,536.00	(12,808,112.00)	(15,822,703.00)	(28,630,815.00)	-255.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	273,278,354.00	102,813,627.00	376,091,981.00	297,483,112.00	97,072,405.00	394,555,517.00	4.9%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			273,278,354.00	102,813,627.00	376,091,981.00	297,483,112.00	97,072,405.00	394,555,517.00	4.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			273,278,354.00	102,813,627.00	376,091,981.00	297,483,112.00	97,072,405.00	394,555,517.00	4.9%
2) Ending Balance, June 30 (E + F1e)			297,483,112.00	97,072,405.00	394,555,517.00	284,875,000.00	81,249,702.00	365,924,702.00	-7.3%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	70,000.00	0.00	70,000.00	70,000.00	0.00	70,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	97,072,405.00	97,072,405.00	0.00	81,249,702.00	81,249,702.00	-16.3%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	103,888,371.00	0.00	103,888,371.00	87,790,809.00	0.00	87,790,809.00	-15.5%
ACCESS LCFF / LCAP Priorities	0000	9780	47,029,852.00		47,029,852.00			0.00	
Rancho Sonado Rebuilt	0000	9780	14,089,717.00		14,089,717.00			0.00	
COE LCAP & Support Approval	0000	9780	9,508,032.00		9,508,032.00			0.00	
Mandated Costs	0000	9780	8,588,312.00		8,588,312.00			0.00	
Medical Administrative Activities (MAA)	0000	9780	5,913,458.00		5,913,458.00			0.00	
OCDE ERATE	0000	9780	2,484,772.00		2,484,772.00			0.00	
2015-16 One-Time Discretionary	0000	9780	1,198,816.00		1,198,816.00			0.00	
FIS V-Card District Discretionary	0000	9780	1,195,589.00		1,195,589.00			0.00	
Various Workshop Programs	0000	9780	1,005,631.00		1,005,631.00			0.00	
Various Other Designated Programs	0000	9780	402,632.00		402,632.00			0.00	
EISS/SEED Workshops	0000	9780	277,896.00		277,896.00			0.00	
OC County Board Discretionary	0000	9780	250,000.00		250,000.00			0.00	
Charter Facility Fund	0000	9780	250,000.00		250,000.00			0.00	
Instructional Materials Lottery	1100	9780	11,359,146.00		11,359,146.00			0.00	
CTEP (ROP) Instructional Materials Lottery	1100	9780	328,628.00		328,628.00			0.00	
ACCESS LCFF / LCAP Priorities	0000	9780			0.00	38,159,110.00		38,159,110.00	
COE LCAP Support & Approval	0000	9780			0.00	10,006,672.00		10,006,672.00	
Mandated Costs	0000	9780			0.00	9,074,647.00		9,074,647.00	

Description	Function Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Medical Administrative Activities (MAA)	0000	9780			0.00	5,799,067.00		5,799,067.00	
OCDE ERATE	0000	9780			0.00	2,463,260.00		2,463,260.00	
Rancho Sonado Rebuilt	0000	9780			0.00	2,000,000.00		2,000,000.00	
FIS V-Card District Discretionary	0000	9780			0.00	1,533,452.00		1,533,452.00	
Various Workshop Programs	0000	9780			0.00	1,380,419.00		1,380,419.00	
2015-16 One-Time Discretionary	0000	9780			0.00	1,198,816.00		1,198,816.00	
Various Other Designations	0000	9780			0.00	969,516.00		969,516.00	
Reserve for Outdated Checks	0000	9780			0.00	875,858.00		875,858.00	
Reserve for Purchase of ITO Program Ambassadors & Purchase/Construction of their Enclosures	0000	9780			0.00				
Reserve for Various Security & Safety Supplies	0000	9780			0.00	610,000.00		610,000.00	
OC County Board Discretionary	0000	9780			0.00	465,000.00		465,000.00	
Charter School Facility Fund	0000	9780			0.00	250,000.00		250,000.00	
Information Technology Bi-Tech	0000	9780			0.00	250,000.00		250,000.00	
Instructional Materials Lottery	1100	9780			0.00	219,870.00		219,870.00	
CTep (ROP) Instructional Materials Lottery	1100	9780			0.00	12,200,604.00		12,200,604.00	
e) Unassigned/Unappropriated					0.00	328,628.00		328,628.00	
Reserve for Economic Uncertainties		9789	193,524,741.00	0.00	193,524,741.00	196,814,191.00	0.00	196,814,191.00	1.7%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1
County School Service Fund
Exhibit: Restricted Balance Detail

Orange County Department of Education
Orange County

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Form 01
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Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
6211	Literacy Coaches and Reading Specialists Grant Program	767,402.00	443,191.00
6266	Educator Effectiveness, FY 2021-22	1,450,403.00	972,211.00
6300	Lottery : Instructional Materials	2,921,070.00	2,760,980.00
6333	CA Community Schools Partnership Act - Coordination Grant	309,719.00	96,198.00
6500	Special Education	1,633,217.00	1,724,252.00
6546	Mental Health-Related Services	111,757.00	137,841.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	2,686,608.00	0.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	390,778.00	390,765.00
7032	Child Nutrition: Kitchen Infrastructure and Training Funds - 2022 KIT Funds	154,984.00	0.00
7311	Classified School Employee Professional Development Block Grant	118,950.00	113,483.00
7388	SB 117 COVID-19 LEA Response Funds	116,160.00	116,160.00
7399	LCFF Equity Multiplier	4,004,130.00	4,004,130.00
7412	A-G Access/Success Grant	95,191.00	26,294.00
7413	A-G Learning Loss Mitigation Grant	25,525.00	0.00
7435	Learning Recovery Emergency Block Grant	5,213,817.00	4,073,532.00
7810	Other Restricted State	23,661,715.00	11,194,577.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	40,795,509.00	46,925,247.00
9010	Other Restricted Local	12,615,470.00	8,270,841.00
Total, Restricted Balance		97,072,405.00	81,249,702.00

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ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 18, 2024

TO: Renee Hendrick, Deputy Superintendent

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

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

BACKGROUND:

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

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

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

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

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

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

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

STAFF RECOMMENDATION:

State-Required Information Only Item: No Board action required (Receive Item)

June 18, 2024

2024-25 Local Performance Indicator Self-Reflection

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

Introduction

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

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

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

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

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2022-2023	TBD from CDE	TBD from CDE	TBD from CDE	TBD from CDE	TBD from CDE	TBD from CDE	TBD from CDE	TBD from CDE

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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

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

Building authentic, trusting relationships has been identified as the most effective strategy for increasing engagement among underserved families by Harvard researcher Dr. Karen Mapp. Feedback from recent LCAP surveys and input from parent advisory groups continues to affirm that the school’s Family and Community Engagement Team is a strength for the LEA in this area. Serving as a bridge between families, school, and community, bilingual Family Community Liaisons and Community Resource Specialists reach out to each family when they enroll to welcome them to the school community, build trust, and establish two-way communication. We recognize the importance of each family’s cultural and linguistic assets and welcome and invite their contributions to the ACCESS school community. Building upon each family’s strengths, the team connects families to resources within the school as well as in the community to help families support their child’s educational journey. Monthly parent support meetings, or “cafecitos” provide a comfortable space where families can connect with school staff to strengthen relationships, build community, and increase capacity to work together to support learning.

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

Following the best practices outlined in Mapp’s Dual Capacity Building Framework, the LEA will focus on training families and school staff to create welcoming environments where cultural wealth and linguistic knowledge are valued assets in the school community. To build this capacity, teams of parents and school staff participate in state and local conferences, regional collaborative meetings, and a variety of workshops to learn techniques and strategies that are effective for building relationships across diverse cultural, linguistic, and economic backgrounds. In addition, the LEA sponsored a cohort of school teams to attend a four-day Family and Community Liaison Certificate Training. Evaluations from this training affirmed its value in providing tools and strategies for dual capacity building.

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

Input from parent advisory groups and data from recent LCAP surveys indicate a need for more Spanish language support for families. To assure equity and access for all students and families, LEA and school-level staff have collaborated to develop a Language Access Plan for Orange County. The LEA will also hire additional bilingual staff to provide language support during school meetings and events, as well as increase utilization of services currently available through the LEA's Language Services Unit. School staff who provide language support will continue to receive extensive training on protocols and best practices for interpreting and translating, as well as the opportunity to share locally-developed tools and resources and network with other professionals through monthly Multilingual Consortium meetings.

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

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

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

On LCAP surveys, parents and caregivers express the need for more information on supporting their child's academic progress and social-emotional growth at home. To provide requested resources and tools, the LEA will

increase the number of virtual and in-person workshops to share techniques and materials families can use to help their children with goal setting, study skills, and time management. These parent workshops will build on each family's strengths and assets, and provide a supportive setting in which parents and caregivers feel comfortable to share strategies and problem-solve. According to researcher Joyce Epstein's typology, these types of "Learning at Home" activities have the greatest impact on student academic achievement. The LEA will also share curriculum information, learning resources, and tutorials online.

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

On LCAP surveys and in Parent Advisory Committee meetings, families share that they would like more communication from the school regarding student needs and progress. To respond to this need, the LEA will transform the parent-teacher conference model by empowering students to lead meetings, engaging parents in setting goals with their children, and inviting community partners to share information and resources, creating opportunities for students, families, and school staff to work together as partners to support student learning. The LEA will also increase the capacity of its Parent Portal and increase the frequency of electronic communications to provide more real-time information on student attendance, grades, test scores, and credits.

Section 3: Seeking Input for Decision-Making

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

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

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

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

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

Strong parent participation in the District English Learner Advisory Committee (DELAC) continues to affirm its effectiveness for seeking input for decision-making. The LEA has exceeded its LCAP goal for participation and regional representation in monthly meetings, and parents from throughout the county are now represented. The meetings are planned and conducted by parent leaders serving on the DELAC Board using the Title III Federal Program Monitoring Tool and input from families. In addition, parents and caregivers participate in All Hands on Deck, a quarterly shared decision-making meeting in which families, students, school staff, and community partners

collaborate to shape and implement the community schools vision for the LEA. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

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

As a recipient of the California Community Schools Partnership Program planning grant, the LEA's focus area for improvement is developing shared leadership opportunities and co-governance structures to enable families, school staff, and community members to contribute their knowledge and expertise to a shared vision that will guide the school's continuous improvement process. The LEA will establish a two-tiered shared decision-making structure that will provide opportunities for families to engage at both the school site as well as the LEA level. In addition, teams of parents and school staff will participate in the LEA's Community Schools Network meetings, and also attend state and local conferences, workshops, and trainings to learn techniques and strategies that are effective for collaborative school decision-making process.

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

Engaging underrepresented families in school decision-making requires a focused effort on empowering parents to become leaders in the school community. Input from parents and caregivers who attend DELAC meetings, participate in LCAP Parent Advisory Committee meetings, and serve on School Site Council indicates strong interest in building their leadership capacity, knowledge, and skill sets in order to participate fully in these decision-making groups. To help build and sustain parent leadership, the LEA will provide training on topics such as school funding, curriculum, instruction, and assessment, college and career readiness, and community schools through a "parent university" model. In addition, teams of school staff and parents will attend conferences and workshops to further enhance leadership capacity.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

OCDE is dedicated to providing safe & engaging environments to foster academic excellence & personal growth for students. Our initiatives are rooted in the Multi-Tiered System of Support (MTSS), which includes components such as effective instructional strategies, tailored academic & behavioral interventions, social & emotional support, & alignment of school systems to meet the needs of each student.

Data: LCAP School Climate Survey- “Agreed/Mostly Agreed” responses across all student groups:

Community Schools:

>My school works with my family to help me do my best: 79%-86%

>My teacher cares if I am absent: 76%-84%

School staff talk to me about my goals: 75%-81%

>My school provides engaging learning opportunities: 86%-94%

Institution Programs:

>My school works with my family to help me do my best: 38% Agree/Strongly Agree

>My teacher cares if I am absent: 53% Agree/Strongly Agree

>School staff talk to me about my goals: 60% Agree/Strongly Agree

CONNECTIONS:

>My school works with my family to help me do my best: 76%

>My teacher cares if I am absent from school: 69%

> My school prepares me for the future: 99%

Parent Response: Safety

86% of all Community School parent respondents and 91% of all CONNECTIONS parent respondents perceive their child’s school as a safe environment for their children.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Meaning: These survey findings underscore the efficacy of the MTSS framework in fostering a safe school climate and areas for continued growth and improvement to support positive student outcomes.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Use: The survey results support ongoing endeavors to uphold a safe & engaging culture where students & families feel welcome as integral members of our school communities. OCDE is committed to sustaining this focus to create learning environments that foster student achievement.

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

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

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

OCDE employs a comprehensive approach to track all students' access to and enrollment in a broad course of study, including diverse CTE pathways across multiple industry sectors. We implement state standards, frameworks, MTSS/UDL, and integrated curriculum for rigorous, culturally responsive instruction. Course enrollment data disaggregated by student groups is regularly analyzed against a-g/CTE offerings to identify gaps. Student surveys provide insights into interests and barriers.

Rigorous CTE pathways are currently being developed in the following areas: Agriculture, Plant Science, Visual/Media Arts, Business, Engineering, Entrepreneurship, Personal Services, Food/Hospitality, Graphics, and Systems Diagnostics to be offered in future years. Academic and CTE teachers collaborate on integrated, project-based lessons reinforcing cross-curricular skills.

Equitable access is ensured through an aligned curriculum, equipment reviews, work-based learning, and tailored MTSS/UDL support models. Pathway courses spanning intro to capstone levels are accurately coded in CALPADS. Transition specialists guide specialized populations in career exploration and planning

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

Our multi-pronged strategy involves data analysis, community/industry partnerships, targeted professional development, and continual refinements based on student voice. This allows us to monitor access comprehensively and facilitate rigorous, engaging CTE experiences for all learners, fostering essential career skills.

Data shows CTE enrollment declined from 206 students in 2021-22 to an estimated 172 in 2022-23, while career exploration participation grew to 130 participants in 2022-23, compared to 30 in the 2021-22 school year. Further analysis reveals gaps persist for unduplicated groups like English learners in maximizing access to all CTE pathways.

To enhance exposure, most ACCESS sites now feature hands-on college/career readiness labs. Harbor Learning Centers house an innovative student-run Business Production Manufacturing Lab applying academics to entrepreneurship, manufacturing, and professional skills. Community/industry partnerships embed mentors facilitating real-world projects connecting learning to in-demand career competencies.

Utilizing student voice, feedback cycles, and targeted PD, we implement individualized MTSS to meet all learners' needs in equitably accessing comprehensive CTE programs. Curriculum integration designs and interdisciplinary units showcase how each subject prepares students for future success.

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

There are a few barriers that currently prevent the LEA from providing access to a broad course of study for all students across our school sites. One key challenge is the limited physical space available at some sites, which restricts our ability to offer a wide range of courses and learning environments to meet diverse student needs. Compounding this issue, several school facilities require updates and modernization to create flexible, 21st-century learning spaces conducive to delivering a comprehensive, high-quality curriculum.

Another barrier has been recent transitions in district and site leadership, which have interrupted the regular professional development opportunities that equip our teachers with the skills and knowledge to provide a broad course of study to all learners effectively. Consistent training and collaboration time is essential for our faculty to design innovative, cross-disciplinary learning experiences.

Finally, we face a lack of clear community understanding regarding the purpose and value of our continuation and alternative school programs, which offer customized pathways for students to access a rigorous curriculum. Building awareness of these opportunities and their benefits is necessary to overcome stigma, increase attendance, and ensure equitable access to a broad course of study for all students who would thrive in these settings.

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

To ensure access to a broad course of study for all students, we are investing in regular, high-quality professional development for our teachers, focusing on strategies to design and deliver a comprehensive, engaging curriculum. This includes establishing a robust teacher network for sharing best practices, collaborating across subject areas, and supporting one another in meeting the diverse needs of our learners.

We are introducing collaborative curriculum integration workshops for collaborations to develop interdisciplinary projects and units that connect multiple subject areas. We aim to create more relevant, real-world learning experiences that showcase the breadth and depth of our course offerings.

We are also committed to maintaining regular communication with parents/guardians of students through multiple channels. This ongoing dialogue will help build an understanding of the full range of academic opportunities available and empower families to support their children in accessing a broad course of study.

We are expanding our partnerships with businesses and organizations to bring more mentors into the classroom. These industry experts will work with teachers to facilitate project-based and work-based learning, demonstrating real-world applications and skills students acquire across content areas. By connecting classroom instruction to authentic career experiences, we will inspire students to explore the many pathways open to them through our comprehensive curriculum.

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

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

Rating Scale (lowest to highest):

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.				4	
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.				4	

Coordinating Instruction	1	2	3	4	5
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.				4	
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.				4	
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.				4	
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.				4	

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

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

Rating Scale (lowest to highest):

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).				4	
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					5
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.				4	

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.				4	

ORANGE COUNTY BOARD OF EDUCATION
BOARD AGENDA ITEM

DATE: June 18, 2024
TO: Renee Hendrick, Deputy Superintendent
FROM: Ramon Miramontes, Ed.D., Deputy Superintendent
SUBJECT: California School Dashboard Local Indicators:
College and Career Preparatory Academy

BACKGROUND:

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

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

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

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

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

- Priority 1 – Basic Services that include appropriately assigned teachers (populated by CDE in alignment with the dashboard release), student access to standards-aligned curriculum, and safe, clean and functional school facilities.
- Priority 2 – Implementation of State Academic Standards
- Priority 3 – Family Engagement
- Priority 6 – School Climate
- Priority 7 – Access to a Broad Course of Study

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

STAFF RECOMMENDATION:

State-Required Information Only Item: No Board action required (Receive Item).

2024-25 Local Performance Indicator Self-Reflection

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

Introduction

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

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

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

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

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2022-2023	TBD from CDE	TBD from CDE	TBD from CDE	TBD from CDE	TBD from CDE	TBD from CDE	TBD from CDE	TBD from CDE

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):

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

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

Support for Teachers and Administrators

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

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

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

Optional Narrative (Limited to 1,500 characters)

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

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: ¹

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

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

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

Instructions

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

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

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

LEAs are to implement the following self-reflection process:

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4

Practices	Rating Scale Number
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

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

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

The primary strength of our program lies in the strong relationships between teachers and students. These relationships, developed in one-on-one settings, enable informal assessments that allow students to open up and discuss their academic and personal needs and goals. By building these relationships, teachers gain valuable insights into students' needs, helping to alleviate barriers and allowing students to focus on their academic endeavors. This relationship is vital for the success of our students moving forward.

To further support students in overcoming barriers that hinder their academic achievement, the Community Resource Specialist (CRS) works closely with both students and teachers. The CRS has created and accessed regional networks of resources throughout Orange County, enabling students to meet their basic needs and connect with community resources. Through referrals from teachers and staff, the CRS connects CCPA students with community partners, ensuring they utilize available resources and monitoring the increased usage of these services. The CRS tracks student needs and effectiveness by gathering data on student attendance rates.

To enhance support for adult students' well-being and achievement, CCPA plans to increase staff and services, providing individualized, triaged resources. The creation of Multi-Tiered System of Supports (MTSS) Tiered Intervention matrices with a licensed clinician will offer specialized mental health and social-emotional support. Instructional and behavioral interventions will address critical needs, facilitating educational attainment and smooth transitions into the community, secondary education, and the workforce. Implementing MTSS, which begins at enrollment and addresses the academic and social-emotional needs of all adult students as they progress through our program and continues after graduation, will ensure comprehensive and sustained support.

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

Based on the analysis of educational partner input and local data, CCPA's focus areas for improvement in building relationships between school staff and families include creating inviting spaces for student learning and developing resource centers at each site for family and student use. The Community Resource Specialist has identified regional networks of resources throughout Orange County to help students meet their basic needs, connect with community resources, and monitor their participation at each school site.

Continuing to focus on student and family needs, CCPA is organizing a new food pantry at the regional office. While some supplies such as hygiene kits and diapers are already provided, the dry goods portion of the pantry is still a work in progress and will be opened soon. This initiative aims to build relationships with students and their families by breaking down barriers and enhancing student academic achievement.

CCPA's teaching staff, with 18-25 years of experience working with at-risk students, are trained in best practices for creating a welcoming and inclusive school environment. To foster authentic relationships with families from diverse backgrounds, CCPA has increased opportunities for parent and family participation throughout the school year. Parents and families can attend School Advisory Committee meetings, DELAC/ELAC meetings, open houses, financial aid workshops, and College and Career Week. In collaboration with the Orange County Youth Center, services are provided on-site at three CCPA school locations, further enhancing family engagement and support.

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

To improve the engagement of underrepresented families, CCPA will align family engagement activities with culturally proficient practices and increase outreach efforts to underserved populations. A major concern expressed by our educational partners is the social-emotional well-being of our students. Consequently, CCPA will focus on providing resources, strategies, and interventions to support engagement in learning and offer social-emotional consultation through the Multi-Tiered System of Supports (MTSS) to bolster student achievement.

To meet the needs of students and their families, funding will continue to be allocated for a Community Resource Specialist. Additionally, CCPA will allocate funding to hire a part-time clinician to support students' mental health and wellness, thereby promoting student academic achievement. This approach will ensure that underrepresented families receive the necessary support to enhance their engagement and participation in the school community.

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

To build effective partnerships for student outcomes, CCPA provides regular opportunities for students and families to meet with teachers to discuss academic progress and ways parents can support their children's academic success at home. The School Counselor meets with students one-on-one to ensure they are on track to graduate and provides support in choosing a career pathway and planning for college. CCPA creates an Individualized Career Education Service Plan (IECSP) that identifies student needs and sets goals to support student success. As a focus for improvement, CCPA will provide staff development to train teachers in best practices for working effectively with underrepresented families.

CCPA's participation with educational partners has led to an increase in school events and higher student attendance at these events throughout the year. These events are designed to prepare students for college, careers, and life, while also breaking down barriers to support student achievement. Collaborating with educational and federally-funded workforce partners continues to meet the needs of the young adult student population, strengthening relationships among partners.

A notable strength of the program is the partnerships developed in collaboration with the California National Guard, Orange County Youth Center's Ready S.E.T. Go program, and Long Beach City College. These partnerships provide educational services for young adults participating in the California Job ChalleNGe program. Students in this program are dual enrolled in classes at Long Beach City College and CCPA. With enhancements to online classes through the LMS platform, Imagine Learning, CCPA has been able to provide positive outcomes and educational support to meet the needs of these students. Upon successful completion of both programs, students earn their high school diploma and a certificate from Long Beach City College.

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

Based on identified student data, local indicators, assessment testing, and feedback from staff and educational partners, CCPA has pinpointed several major student learner needs, with a significant emphasis on enhancing mental health services to address social-emotional needs. The key focus areas for improvement include:

- Improving student attendance/capture rate
- Supporting all students' academic and social-emotional needs
- Increasing student academic growth

By focusing on these key identified student learner needs, we believe it will strengthen the overall program and increase student academic achievement. Addressing barriers to success, emphasizing academic growth, supporting students' emotional well-being, and effectively marketing the program will not only enhance overall performance but also expand the total population of students we can serve, thereby transforming more lives.

The effectiveness of these goals and actions, derived from data-driven decision-making, is evident in improved student growth in academic areas as measured by adopted assessment tools, attendance rates, ADA capture rates, school climate surveys, and graduation rates. These examples demonstrate that staff, community partners, students, and educational partners are making effective shared decisions and recommending appropriate curriculum, educational services, goals, and actions that support positive student outcomes. As a result, CCPA students are better prepared for college and career paths, supporting the Orange County Workforce Plan.

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

Historically, 100% of CCPA students are credit deficient, leading to a non-stability rate of 81%, with 91% of students classified as socio-economically disadvantaged (Data Source: DataQuest 2022-2023). To address this, all CCPA students will benefit from expanded learning opportunities aimed at helping them attain their educational goals. Funding will be used to retain staff with extra duty hours and hire additional support to provide direct services to students. CCPA will offer expanded learning opportunities through the Imagine Learning recovery program for the 2024-25 school year, as identified in the A-G Grants. To increase instructional learning time, CCPA will provide more one-on-one support with educational paraeducators and offer tutoring options through Tutor.com, giving students 24/7 access to tutors. This support will allow students to engage with tutors both within CCPA and through virtual sessions, covering over 250 subjects, during evenings and weekends.

The Community Resource Specialist (CRS) will continue to work with all students to break down barriers and support their social-emotional well-being, thus increasing their academic achievements. The CRS identifies regional networks of resources throughout Orange County for students to access, connects them with community resources, and monitors their participation. While all CCPA students receive information and resources weekly, evaluations and assessments from the CRS and teacher feedback indicate that more students could benefit from individualized triaged resources provided by a licensed clinician. Mental health services will offer a range of school-based wellness support services, including assessing and evaluating student behavior related to academic success and personal well-being, developing placements for the social and educational welfare of students, and providing crisis response as needed. The mental health service provider, in collaboration with the CRS, will monitor student needs and effectiveness by gathering data on student attendance rates and the usage of services utilized by CCPA students.

Additionally, CCPA's marketing plan will aim to increase awareness of the program among underrepresented families. Marketing initiatives will include direct mailers to qualified households throughout Orange County, a redesigned website for easier access to information, and social media ads targeting potential students and families in the area.

Section 3: Seeking Input for Decision-Making

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

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

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

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

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

CCPA values and actively seeks the input of students and parents on the school's continuous improvement efforts. One of the strengths of CCPA is its encouragement of family participation in advisory committees such as the ELAC/DELAC meetings, School Advisory Committee meetings, and LCAP surveys. The accessibility of these meetings is a notable strength, with efforts made to facilitate participation by underrepresented families. Advisory group meetings are held at times and locations preferred by students and parents, with options for live-streaming and call-ins available. To further improve, CCPA will continue to use the LCAP educational partner surveys to identify student needs and increase participation in these events.

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

The School Advisory Committee continues to provide input, support, and recommendations for the growth of the program, career preparation of students, and opportunities for workforce training. To improve in seeking input for decision-making, CCPA aims to increase collaboration meetings with partners. The School Advisory Committee will seek more input from community partners, local business executives, CCPA staff, students, and parents. This focus on increased collaboration will ensure a broader range of perspectives and stronger involvement of educational partners. By actively engaging a diverse group of stakeholders, CCPA will enhance its decision-making process, ensuring it meets the needs of all students and maintains a successful educational program.

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

To improve engagement of underrepresented families in seeking input for decision-making, CCPA has implemented various strategies and will continue to enhance these efforts. The School Advisory Committee, which represents the diverse interests of the school community, plays a crucial role in attaining input from educational partners. To gather meaningful input from all stakeholders, CCPA employs multiple methods, including web-conferencing, phone calls, and online and phone surveys in multiple languages.

Feedback is also collected during OCBE board meetings where CCPA's LCAP is presented, allowing community members and staff to provide input either virtually or through written comments. These methods ensure broad participation and diverse perspectives, contributing to informed decision-making.

Moving forward, CCPA will enhance engagement with underrepresented families through the following methods:

- CCPA School Advisory Committee meetings held for public hearings and open to public comments, available through web-conferencing and phone call-in.
- DELAC meetings held for parent and student questions and feedback.
- Online surveys conducted to gather feedback from students, teachers, staff, educational partners, and parents.
- Email and text surveys sent to parents in English and Spanish.
- Phone surveys conducted in English and Spanish for parents.
- Ongoing meetings with staff to discuss the Local Control and Accountability Plan (LCAP).
- Surveys, phone calls, and meetings with educational partners from school administration, Project Liaison, SRTs, and the Counselor on a weekly basis.
- Student Intervention Team (SIT) meetings to address individual student needs and gather input from families.

These efforts will ensure that CCPA continues to effectively engage underrepresented families, attaining diverse input to support informed decision-making and the continuous improvement of the educational program.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

As the College and Career Preparatory Academy (CCPA) services students ages 16-25, with 90% of the students being 18-25 (Data Source: DataQuest 2023), the California Healthy Kids Survey is not administered to our students. Instead, CCPA administers its own student survey to gather input for establishing and meeting priorities within the LCAP. The survey results are communicated to the CCPA team, which includes teachers, staff, counselor, administration, and the School Advisory Committee. This data is used to evaluate student support services at the school sites, leading to increased student services, improved technology availability, and expanded collaboration with community partners, providing students with more pathways to careers.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Key Learnings from the Survey Results:

- 87% of CCPA students surveyed felt the school was preparing them for college and/or career pathways.
- 92% of CCPA students surveyed felt that their school provides them with textbooks and learning materials to meet their needs.
- 92% of CCPA students surveyed felt that the school staff works with them to help them do their best.
- 90% of CCPA students feel that at least one adult at CCPA cares about them.

These findings indicate that students generally feel well-supported and prepared by CCPA for their future academic and career endeavors.

Meaning of Disaggregated Results: The disaggregated results and other data collection methods reveal several strengths and areas for growth within CCPA:

- **Strengths:** High levels of student satisfaction with college and career preparation, strong availability and adequacy of learning materials, positive perceptions of staff support and engagement, and a significant presence of caring adults in students' lives.
- **Areas for Growth:** Continuous improvement in technology availability and expanding collaboration with community partners to further enhance student outcomes.
- **Challenges and Barriers:** Ensuring equitable access to resources and support for all student groups and increasing engagement and support for the small percentage of students who may not feel adequately prepared or supported.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Revisions, Decisions, or Actions for Continuous Improvement: In response to the survey results, CCPA has implemented several actions to enhance student support services, technology availability, and collaboration with community partners. These actions include:

1. **Increased Student Services:** Expanding mental health and wellness services and integrating the Community Resource Specialist into Student Intervention Team (SIT) meetings to provide individualized resources to students with low attendance and address their needs.
2. **Technology Availability:** Enhancing access to technology by providing more devices and improving internet connectivity by giving students hot spots.
3. **Community Partnerships:** Strengthening partnerships with federally-funded workforce partners and community colleges to offer more career pathways and dual enrollment opportunities for students.

These measures aim to address the areas for growth identified in the survey and ensure that all students feel supported and prepared for their future endeavors. The implemented actions have already shown positive results, as evidenced by the high levels of satisfaction reported in the survey.

Overall, these efforts ensure that CCPA continues to engage underrepresented families effectively, gather diverse input to support informed decision-making, and continuously improve the educational program to meet student needs.

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

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

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

The LEA uses several locally selected measures and tools:

1. Student Transcripts: Requested at enrollment for all students to review previous coursework and credits earned.
2. Assessments: Students undergo i-Ready online diagnostics in math and reading, and a career assessment.
3. Individualized Education Career Service Plan (IECSP): Developed by the student, School Counselor, and teacher to outline learning goals, interests, and transition plans. This ensures students are enrolled in appropriate classes.
4. School Counselor Support: Available to assist students in accessing a broad course of study.
5. MTSS Tiered Intervention Matrices: Supports the academic needs of all students, especially unduplicated pupils who face academic and social-emotional challenges, such as being credit deficient and experiencing enrollment gaps.
6. LMS Dashboard Data: Students enrolled in online CTE courses are monitored using LMS dashboard data, providing insights into student progress and engagement in their courses.
7. IEPs: Ensures that students with special needs receive tailored instruction and resources to meet their unique educational requirements
8. Dual enrollment opportunities
9. Federal workforce partners: Access to job placement, training and workshops

By standardizing intervention delivery, optimizing resource allocation, and scaling interventions to meet diverse needs, the LEA ensures that every unduplicated pupil receives necessary support for their holistic development and success.

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

All students at CCPA have access to a comprehensive curriculum, including core subjects and electives for high school graduation. Plans are in place to adopt new EL curriculum and books for the 2024-25 school year. Successful previous adoptions include Discovery Science courses and Savvas Realized and Pearson enVision Algebra books.

For online classes, CCPA uses Imagine Learning, offering a standards-based A-G curriculum in an asynchronous environment. This platform supports additional learning hours and provides automatic feedback. In the 2023-24 first semester, 368 classes were taken with a 78% completion rate and a 74% GPA, prompting continued promotion of online courses.

Students can also concurrently enroll at local community colleges. In collaboration with the California National Guard and Long Beach City College, CCPA supports young adults in the California Job Challenge program, leading to a high school diploma and a college certificate in fields like welding, automotive, or construction.

Curriculum adoption plans focus on culturally relevant core academic areas, CTE, and electives, supporting all students' academic and social-emotional needs, especially unduplicated pupils. This ensures alignment with state standards, access to credentialed teachers, and equitable educational opportunities, fostering academic growth and social-emotional well-being.

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

The primary barriers for CCPA students in taking advantage of the broad course of studies offered are everyday life issues that affect young adults. These issues include transportation, daycare, work schedules, and family responsibilities. To support students in overcoming these barriers and improving their academic achievement, CCPA offers a flexible schedule, bus passes, a student pantry, and a revised Student Intervention Team (SIT) meeting process.

Although a pantry with dry goods and hygiene kits was established in 2022-23, only 23% of students are accessing the resources provided by our Community Resource Specialist. To increase utilization rates in 2023-24, the Community Resource Specialist has been integrated into the tiered re-engagement process and is now a part of our Student Intervention Team (SIT) meetings, which target students to ensure their success. Additionally, CCPA will increase management staff in 2023-24 to continue streamlining our tiered re-engagement process, making identified interventions more meaningful, fostering growth, and enabling us to progress monitor students effectively.

Technology and access to textbooks were identified as barriers for students during the COVID pandemic, potentially preventing students from accessing their coursework. Since then, 100% of students are offered and receive a Chromebook and, as requested, a hotspot, ensuring they have the necessary tools to succeed in their studies.

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

In response to the results of the locally selected measures, CCPA has implemented several revisions and new actions to ensure all students have access to a broad course of study:

CCPA provides all students who enroll with a Chromebook to ensure they have access to all courses and books online. If needed, students are also given a hotspot to use for internet connectivity, ensuring all students continue to have access to a broad course of study. Additionally, all courses can be taken online, and students have the opportunity to obtain support through 24/7 online tutoring and can meet with their teachers virtually.

By implementing these actions, CCPA ensures that all students, including those facing significant life challenges, have the necessary tools and support to access a broad course of study and achieve academic success.

June 18, 2024

[X] Mailed [] Distributed at meeting

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ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 18, 2024

TO: Renee Hendrick, Deputy Superintendent

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

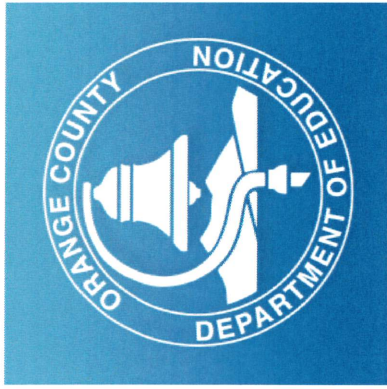
SUBJECT: OCDE Annual Summary Report

BACKGROUND:

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

RECOMMENDATION:

Informational/Discussion Item only.



Orange County Department of Education

2024-2025 Annual Summary Report

Orange County Department of Education ANNUAL SUMMARY REPORT

Background Information

This annual report summarizes the continuous improvement supports provided to Orange County districts and schools to implement Local Control Accountability Plans and technical assistance supports provided to identified school districts eligible for Differentiated Assistance as required by *Education Code 52066*. This report is submitted to the board annually with the LCAP at the public meeting when the LCAP is adopted and shall be submitted to the California Department of Education (CDE) with the LCAP.

California Education Code 52066 requires that a county superintendent of schools annually prepare a comprehensive summary detailing how the Superintendent will support school districts and schools within the county in implementing the provisions of Article 4.5, Local Control and Accountability Plans (LCAPs) [52060 - 52077]. This summary must include one or more goals, which include metrics and actions, for each of the following:

- Completing the review of LCAPs submitted by school districts pursuant to Section [52070](#)
- Providing technical assistance to school districts pursuant to subdivisions (a) and (b) of Section [52071](#)
- Providing any other support to school districts and schools within the county in implementing the provisions of this article

The summary must also include plans to collaborate with the California Collaborative for Educational Excellence (CCEE), the California Department of Education (CDE), other county superintendents, Geographic Lead Agencies (Geo Leads), as well as System of Support (SOS) Lead Agencies to support school districts within the county. This comprehensive summary ensures transparency and accountability, highlighting the county superintendent's commitment to improving pupil outcomes and supporting educational excellence across all districts within the county.

Local Context

The Orange County Department of Education (OCDE) serves some of Orange County's most vulnerable student populations and provides support and mandated fiscal oversight to 28 school districts serving more than 600 schools. In addition to providing direct instruction to students through its own alternative and special education programs, OCDE administers an array of programs and services that are critical to the operations of local school districts and community colleges, facilitating professional development, legal guidance, payroll, career and technical education support, high-speed internet access, Local Control and Accountability Plan assistance and approval, resources for families, and student enrichment.

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Based on 2024 enrollment, 437,276 students are served by Orange County schools and districts. Of that total, 49.4 percent are Hispanic or Latino, representing 216,028 students. White students, the second largest group, comprise 22.2 percent, totaling 96,905 individuals, while Asian students make up 18.2 percent, with 79,407 students. Filipino students represent 2.0 percent or 8,807 students. Black or African American students represent 1.3 percent or 5,806 students. Other populations include Native Hawaiian or Pacific Islander at 0.3 percent (1,330 students) and American Indian or Alaska Native at 0.2 percent (844 students). Additionally, 5.1 percent (22,392 students) identified with two or more races, and 1.3 percent (5,757 students) did not report their race or ethnicity. According to state data, 240,545 students in pre-K through grade 12 are socioeconomically disadvantaged, 86,469 are English learners, 59,282 are enrolled in special education, 23,725 are experiencing homelessness, and 1,848 are in foster care.

Summary

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

- Bringing district teams together for shared learning and collaborative opportunities through various networks
- Providing training focused on curriculum and instruction, college and career readiness, and student supports
- Tailoring professional learning opportunities to meet district needs based on LCAP analysis
- Providing technical assistance to meet compliance and regulatory requirements
- Supporting strategic planning including comprehensive data analysis and interpretation to inform decision-making
- Guiding systemic implementation of MTSS and Community Schools
- Enhancing family and community engagement initiatives
- Supporting equity and inclusion through targeted programs and resources

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

- Assisting districts with data analysis to understand root causes of lower levels of performance and disparities among significant student groups identified on the California School Dashboard
- Supporting the development of targeted action plans to enhance the performance of identified student groups
- Providing coaching support and technical assistance to help district implementation of their action plans

Orange County Department of Education
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Orange County Charter Schools eligible for Differentiated Assistance based on the CA Dashboard release 2023 receive technical assistance services from the regional Geo-Lead, Riverside County Office of Education, as per [Education Code section 47607.3\(a\)](#).

Goal One: Local Control and Accountability Plan Approval

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

Goal 1 Component	Objective	Metrics/Evidence	Actions
LCAP Support <i>Completing the review of LCAPs submitted by school districts Education Code 52070.</i>	1. Provide training and technical assistance to support the planning and development of the Local Control and Accountability Plans.	District Participation Data including: 1. Attendance reports of LCAP training sessions, Increase attendance rate of district LCAP teams 2. Session agendas 3. Survey results	Provide training sessions and resources for LCAP development on the following topics: <ul style="list-style-type: none"> • LCAP overview • Engaging educational partners • Goal types and requirements • LCAP metrics • Developing actions/services aligned to identified goals • Understanding the Increased/Improved Services section: Considering the unique needs of student groups • Annual Update: Goal Analysis Section/Tables • Budget Overview for Parents • LCAP approval process • Local board adoption and posting requirements • Local Indicators

Orange County Department of Education
ANNUAL SUMMARY REPORT

	<p>2. Provide feedback to districts prior to LCAP submission.</p>	<p>1. District participation list, maintain 100% participation in OCDE LCAP review process</p> <p>2. LCAP review checklists, increase percentage of OC districts meeting approval requirements with minimal revisions needed during draft reviews</p>	<ul style="list-style-type: none">● Provide individual working sessions to district LCAP directors (program/fiscal) to provide opportunity to answer/address questions or clarify requirements of each section.● Provide additional technical assistance as needed to district LCAP developers throughout the spring via email, zoom and phone conferencing.● Districts submit draft LCAPs for preliminary review prior to local board approval within an identified submission window (5/1-6/15). OCDE LCAP review team provides explicit written feedback via the LCAP review checklists.
	<p>3. Complete review and approval of all LCAPs</p>	<p>1. Completion of LCAP reviews following board adoption 8/15</p> <p>2. Completion of Approval Letters on or before 9/15, maintain 100% approval of all LCAP district plans</p> <p>3. Maintain 100% of all board-approved district and charter school LCAPs posted on the OCDE LCAP website</p>	<ul style="list-style-type: none">● Review board-approved LCAPs, ask clarifying questions as needed, resolve any remaining issues, and work with district leaders to ensure that all LCAPs are approvable by the County Superintendent● Officially approve local board-approved LCAPs and provide approval letters to local districts● Post links to all board-approved district and charter school LCAPs on the OCDE LCAP website

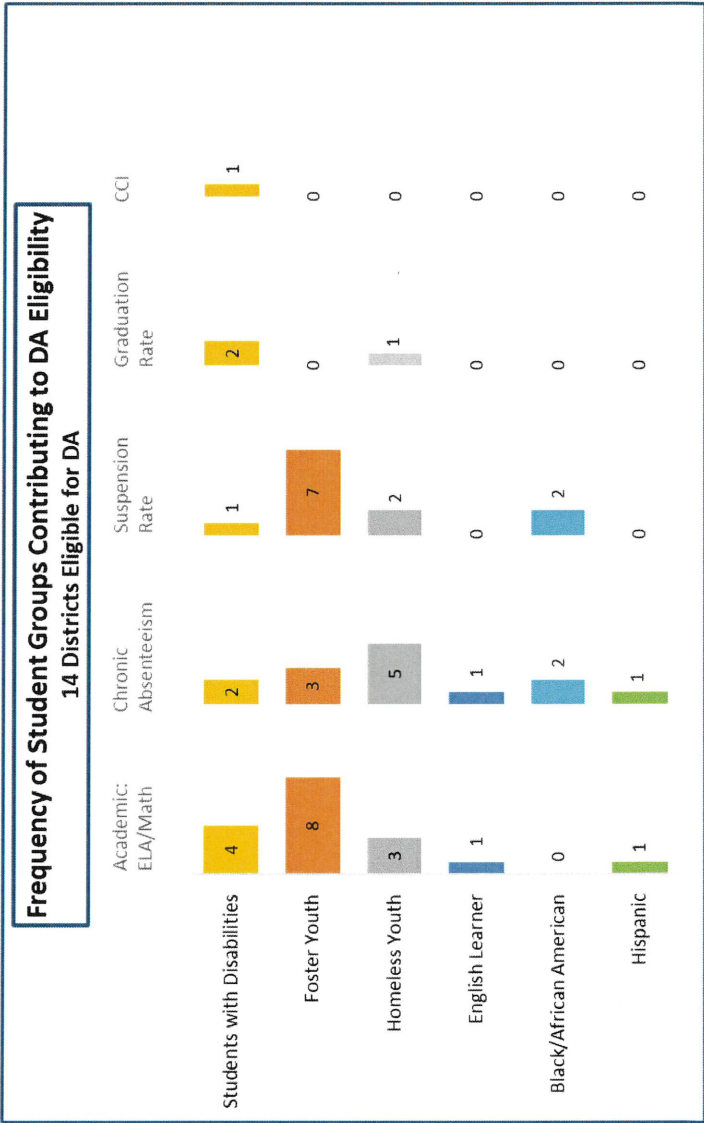
EC Section 52070, http://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52070.&lawCode=EDC

Goal Two: OCDE provides technical assistance to districts that are identified by the California School Dashboard as eligible to receive Differentiated Assistance and/or other districts by request pursuant to subdivisions (a) and (b) of Ed Code 52071.

Technical Assistance:

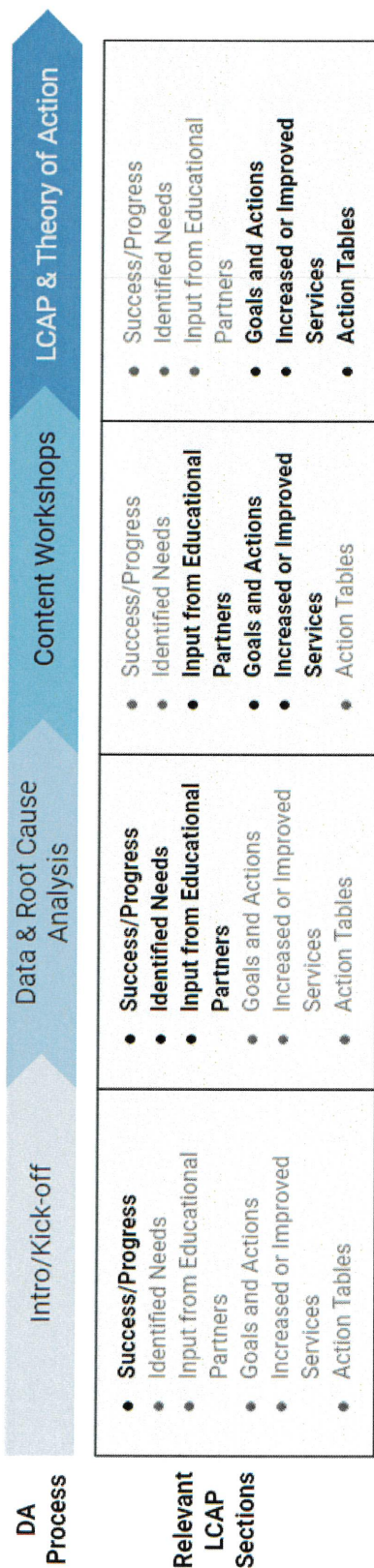
- 1. When the County Superintendent does not approve an LCAP
- 2. When a district requests support

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



Orange County Department of Education

ANNUAL SUMMARY REPORT



Goal 2 Component	Objective	Metrics/Evidence	Actions
Technical Assistance: <i>Providing technical assistance to school districts pursuant to subdivision (c) Education Code 52071.</i>	1. Provide technical assistance to school districts when the County Superintendent does not approve the LCAP	1. Maintain that there will no districts that will need technical assistance due to an unapproved LCAP	<ul style="list-style-type: none"> • Though this has never occurred in our county because of our successful LCAP coaching and technical assistance process, if we were to have a district needing technical assistance due to an unapproved LCAP, we would continue to provide intense LCAP coaching support until the LCAP was approvable
	2. Provide DA technical assistance upon request	All OC districts will be provided with information about Differentiated Technical Assistance and related COE supports	<ul style="list-style-type: none"> • If a district that is not identified as eligible for Differentiated Assistance based on the CA Dashboard results were to request technical assistance, we would invite them to participate in our Differentiated Assistance process (outlined below)

Orange County Department of Education
ANNUAL SUMMARY REPORT

	<p>3. Provide Differentiated Assistance initial meeting with district teams</p>	<p>1. All Orange County districts eligible for Differentiated Assistance will attend an initial meeting</p> <p>2. Increase the number of district DA leadership team participants</p>	<p>The OC Continuous Improvement team will schedule meetings with the district superintendent/designee and leadership team in each eligible district to discuss the Differentiated Assistance process and requirements, and review district and school-level outcome data.</p>
	<p>4. Support districts with initial data analysis and identification of strengths and weaknesses</p>	<p>1. Increase data/root cause analysis session attendance</p> <p>2. Root cause analysis results/identified priorities</p>	<ul style="list-style-type: none"> • Provide targeted professional learning on metrics, data analysis, and data visualization • Provide data analysis/root cause analysis sessions to identify areas of need related to district and school indicator areas of focus and student groups

Orange County Department of Education
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	<p>5. Provide guidance to districts to identify improvement focus areas and evidence based strategies and/or programs to address areas of need.</p>	<ol style="list-style-type: none"> 1. Attendance sheets of professional learning opportunities: Content area consultation workshops, participation in professional learning series, coaching, professional networks 2. Increase district participation of professional learning opportunities 3. Train all DA-funded content area managers and a minimum of one district team member from each DA-eligible district on Improvement Science strategies 	<ul style="list-style-type: none"> • OCDE content area/program leads provide ongoing professional learning, consultation, and technical assistance to OC districts based on their identified focus areas • Provide large-scale professional learning workshops/series opportunities within each of the indicator areas • Provide training/coaching to OCDE content managers and district teams on Improvement Science strategies to foster capacity building and sustainability of continuous improvement systems
<p>6. Provide guidance to districts to develop theories of actions related to identified priority areas which are then used to refine existing goals, actions and/or develop new actions within the LCAP.</p>	<ol style="list-style-type: none"> 1. Attendance sheets, of theory of action sessions 2. Additional actions identified as added or refined within the LCAP 		<p>OCDE DA team meets with individual or small groups of eligible district teams to support the development of theories of action and provide guidance and resources to refine LCAP goals/actions/metrics</p>

Orange County Department of Education
ANNUAL SUMMARY REPORT

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

Orange County Department of Education
ANNUAL SUMMARY REPORT

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

Other Support: Providing any other support to school districts and schools within the county in implementing the provisions of *EC Sections 52059.5-52077*.

Metric	Objectives	Metrics/Evidence	Action
Additional Support <i>Providing any other support to school districts and schools within the county in implementing the provisions of Ed Code 52059.5-52077</i>	1. Align and provide professional development offerings and technical assistance to districts and school needs around academic behavioral and social-emotional student outcomes aligned to the CA MTSS Framework and Continuum of Support.	<ol style="list-style-type: none"> Attendance records of professional development offerings including workshop series, coaching opportunities, communities of practice, etc. Survey data 	<ul style="list-style-type: none"> The OCDE MTSS team offers all OC districts professional learning, customized support, and technical assistance aligned to the CA MTSS Framework and Continuum of Support. OCDE teams design engaging and interactive content with evidence-based district and school-level resources and implementation tools. The Curriculum, Instruction and Academic Achievement, Career Education and Postsecondary Advancement, Integrated Student Supports, and Community Schools teams provide consultation, professional learning, coaching, and customized technical assistance to districts and schools as requested within the areas of early learning services, humanities, multilingual education, STEM, college and career readiness, student services and implementation of Community Schools.
	2. Provide opportunities for districts and schools to build collective capacity through network meetings.	1. Attendance at OCDE network meetings	Enhance collaboration and knowledge sharing among district leaders by organizing monthly or quarterly network meetings focused on state and local updates in curriculum and instruction, accountability, assessment, and student services. The OCDE Educational Services teams facilitate these gatherings, offering structured opportunities for district educational leaders to share best practices, engage in collaborative learning, problem-solving, planning, and decision-making.

Orange County Department of Education
ANNUAL SUMMARY REPORT

EC Sections 52059.5–52077,

https://leginfo.ca.gov/faces/codes_displayText.xhtml?division=4.&chapter=6.1.&part=28.&lawCode=EDC&title=2.&article=4

5.

Collaboration

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

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

Orange County Department of Education
ANNUAL SUMMARY REPORT

Regional Geo Leads.						
The Directors and Administrators of Student Initiatives, Partnerships, and Events attend the Equity subcommittee of the Regional Geo Leads.					X	
The Director and Administrator of Curriculum, Instruction, and Academic Enrichment attend the Ethnic Studies subcommittee of the Regional Geo Leads.					X	
The Community School Administrator attends the California County Superintendents meetings to present on Community Schools.				X		
Educational Services leadership attend the CISC Symposium to network and discuss all aspects of the System of Support.	X		X			

Budget - COE

Differentiated Assistance & LCAP Support Plan	24/25 Estimated Cost
LCAP: Staff salaries and benefits	\$1,082,683.13
Differentiated Assistance: Staff salaries and benefits	\$2,917,714.45
Total Estimated Cost	\$4,000,397.57

RK

ORANGE COUNTY BOARD OF
BOARD AGENDA ITEM

DATE: June 18, 2024
TO: Renee Hendrick, Deputy Superintendent
FROM: Ramon Miramontes, Ed.D., Deputy Superintendent
SUBJECT: Dashboard Alternative School Status (DASS) Eligibility Certification for the
College and Career Preparatory Academy

Description: The College and Career Preparatory Academy is requesting to participate in the Dashboard Alternative School Status (DASS) as it is a charter school that serves high-risk students. The DASS criteria requires a school to have an unduplicated count of at least 70 percent of the school's enrollment composed of the following high risk student groups: expelled; suspended, wards of the court; pregnant and/or parenting; recovered dropouts; habitually truant or habitually insubordinate and disorderly; retained more than once in kindergarten through grade eight; students who are credit deficient; students with a gap in enrollment; students with high level transiency; Foster Youth; or Homeless Youth. On May 14, 2024, data showed that 100% of the College and Career Preparatory Academy student population met the criteria to be eligible for the Dashboard Alternative Status. The DASS status is granted for a three-year period upon approval.

RECOMMENDATION:

Approve submission of the College and Career Preparatory Academy into the DASS program.

Dashboard Alternative School Status (DASS)
Eligibility Certification

CDE Use Only
Date Reviewed
Date Approved
Date Denied
Reviewer

This Certification Covers a Three-Year Period

School Type (check one):
School

☐ Alternative School of Choice

☒ Charter

School Information

30 10306 0132910

Orange County

County-District-School (CDS) Code

County Name

College and Career Preparatory
Academy

Orange County Department of Education

School Name

District Name

DASS Coordinator

Fatinah Judeh

Principal

Coordinator's Name

Title

714-796-8795

fjudeh@ocde.us

Area Code and Phone Number

E-mail Address

Signatures of Certification

The undersigned, hereby certify that the percentages of high-risk students stated on the DASS Participation Form are true and correct.

Fatinah Judeh

 6-11-24

School Principal's Name

Signature and Date Certified

Dr. Ramon Miramontes

Signature and Date Certified

Superintendent's or
Charter School Administrator's Name

Tim Shaw

Signature and Date Certified

Board President's Name

Note: This form and all supporting documents must be submitted to CDE for DASS Participation.

Analysis, Measurement, and Accountability Reporting Division
California Department of Education
March 2024

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ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 18, 2024
TO: Renee Hendrick, Deputy Superintendent
FROM: David Giordano, Associate Superintendent, Administrative Services
SUBJECT: Education Protection Account Proposed Expenditures Including College and Career Preparatory Academy Charter

RECOMMENDATION:

Approve Resolution # 12-24 in accordance of regulations required under Proposition 30 and 55 regarding the Education Protection Account Proposed Expenditures.

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

DG:sh

Orange County Department of Education

Expenditures through: June 30, 2024

For Fund 01, Resource 1400 Education Protection Account

Description	Function Codes	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR			
Adjusted Beginning Fund Balance	0000	9791-9795	0.00
Revenue Limit Sources	0000	8010-8099	316,468.00
Federal Revenue	0000	8100-8299	0.00
Other State Revenue	0000	8300-8599	0.00
Other Local Revenue	0000	8600-8799	0.00
All Other Financing Sources and Contributions	0000	8900-8999	0.00
Deferred Revenue	0000	9650	0.00
TOTAL AVAILABLE			316,468.00
EXPENDITURES AND OTHER FINANCING USES			
(Functions 1000-9999)	Function Codes	Object Codes	
Instruction	1000-1999		0.00
Teacher Salary	1000	1110	205,622.00
STRS	1000	3101	50,973.00
PERS	1000	3201	0.00
Medicare	1000	3313	2,981.00
Medical	1000	3451	49,505.00
Dental	1000	3453	2,511.00
Vision	1000	3455	370.00
State Unemployment	1000	3501	103.00
Workers Compensation	1000	3601	4,318.00
Life Insurance	1000	3951	85.00
Service Contract Audit	1000	5857	0.00
Instruction-Related Services			
Instructional Supervision and Administration	2100-2150		0.00
AU of a Multidistrict SELPA	2200		0.00
Instructional Library, Media, and Technology	2420		0.00
Other Instructional Resources	2490-2495		0.00
School Administration	2700		0.00
Pupil Services			
Guidance and Counseling Services	3110		0.00
Psychological Services	3120		0.00
Attendance and Social Work Services	3130		0.00
Health Services	3140		0.00
Speech Pathology and Audiology Services	3150		0.00
Pupil Testing Services	3160		0.00
Pupil Transportation	3600		0.00
Food Services	3700		0.00
Other Pupil Services	3900		0.00
Ancillary Services	4000-4999		0.00
Community Services	5000-5999		0.00
Enterprise	6000-6999		0.00
General Administration	7000-7999		0.00
Plant Services	8000-8999		0.00
Other Outgo	9000-9999		0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES			316,468.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)			0.00

Orange County Department of Education

Expenditures through: June 30, 2025

For Fund 01, Resource 1400 Education Protection Account

Description	Function Codes	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR			
Adjusted Beginning Fund Balance	0000	9791-9795	0.00
Revenue Limit Sources	0000	8010-8099	284,714.00
Federal Revenue	0000	8100-8299	0.00
Other State Revenue	0000	8300-8599	0.00
Other Local Revenue	0000	8600-8799	0.00
All Other Financing Sources and Contributions	0000	8900-8999	0.00
Deferred Revenue	0000	9650	0.00
TOTAL AVAILABLE			284,714.00
EXPENDITURES AND OTHER FINANCING USES			
(Functions 1000-9999)	Function Codes	Object Codes	
Instruction	1000-1999		0.00
Teacher Salary	1000	1110	182,378.00
STRS	1000	3101	47,128.00
PERS	1000	3201	0.00
Medicare	1000	3313	2,644.00
Medical	1000	3451	45,973.00
Dental	1000	3453	2,263.00
Vision	1000	3455	330.00
State Unemployment	1000	3501	92.00
Workers Compensation	1000	3601	3,830.00
Life Insurance	1000	3951	76.00
Service Contract Audit	1000	5857	0.00
Instruction-Related Services			
Instructional Supervision and Administration	2100-2150		0.00
AU of a Multidistrict SELPA	2200		0.00
Instructional Library, Media, and Technology	2420		0.00
Other Instructional Resources	2490-2495		0.00
School Administration	2700		0.00
Pupil Services			
Guidance and Counseling Services	3110		0.00
Psychological Services	3120		0.00
Attendance and Social Work Services	3130		0.00
Health Services	3140		0.00
Speech Pathology and Audiology Services	3150		0.00
Pupil Testing Services	3160		0.00
Pupil Transportation	3600		0.00
Food Services	3700		0.00
Other Pupil Services	3900		0.00
Ancillary Services	4000-4999		0.00
Community Services	5000-5999		0.00
Enterprise	6000-6999		0.00
General Administration	7000-7999		0.00
Plant Services	8000-8999		0.00
Other Outgo	9000-9999		0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES			284,714.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)			0.00

Orange County Department of Education
College and Career Preparatory Academy Charter

Expenditures through: June 30, 2024

For Fund 01, Resource 1400 Education Protection Account

Description	Function Codes	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR			
Adjusted Beginning Fund Balance	0000	9791-9795	0.00
Revenue Limit Sources	0000	8010-8099	21,690.00
Federal Revenue	0000	8100-8299	0.00
Other State Revenue	0000	8300-8599	0.00
Other Local Revenue	0000	8600-8799	0.00
All Other Financing Sources and Contributions	0000	8900-8999	0.00
Deferred Revenue	0000	9650	0.00
TOTAL AVAILABLE			21,690.00
EXPENDITURES AND OTHER FINANCING USES			
(Functions 1000-9999)	Function Codes	Object Codes	
Instruction	1000-1999		0.00
Teacher Salary	1000	1110	15,279.00
STRS	1000	3101	2,918.00
PERS	1000	3201	0.00
Medicare	1000	3313	222.00
Medical	1000	3451	2,787.00
Dental	1000	3453	124.00
Vision	1000	3455	28.00
State Unemployment	1000	3501	8.00
Workers Compensation	1000	3601	321.00
Life Insurance	1000	3951	3.00
Service Contract Audit	1000	5857	0.00
Instruction-Related Services			
Instructional Supervision and Administration	2100-2150		0.00
AU of a Multidistrict SELPA	2200		0.00
Instructional Library, Media, and Technology	2420		0.00
Other Instructional Resources	2490-2495		0.00
School Administration	2700		0.00
Pupil Services			
Guidance and Counseling Services	3110		0.00
Psychological Services	3120		0.00
Attendance and Social Work Services	3130		0.00
Health Services	3140		0.00
Speech Pathology and Audiology Services	3150		0.00
Pupil Testing Services	3160		0.00
Pupil Transportation	3600		0.00
Food Services	3700		0.00
Other Pupil Services	3900		0.00
Ancillary Services	4000-4999		0.00
Community Services	5000-5999		0.00
Enterprise	6000-6999		0.00
General Administration	7000-7999		0.00
Plant Services	8000-8999		0.00
Other Outgo	9000-9999		0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES			21,690.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)			0.00

Orange County Department of Education
College and Career Preparatory Academy Charter

Expenditures through: June 30, 2025

For Fund 01, Resource 1400 Education Protection Account

Description	Function Codes	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR			
Adjusted Beginning Fund Balance	0000	9791-9795	0.00
Revenue Limit Sources	0000	8010-8099	22,400.00
Federal Revenue	0000	8100-8299	0.00
Other State Revenue	0000	8300-8599	0.00
Other Local Revenue	0000	8600-8799	0.00
All Other Financing Sources and Contributions	0000	8900-8999	0.00
Deferred Revenue	0000	9650	0.00
TOTAL AVAILABLE			22,400.00
EXPENDITURES AND OTHER FINANCING USES			
(Functions 1000-9999)			
Instruction	1000-1999		0.00
Teacher Salary	1000	1110	15,691.00
STRS	1000	3101	2,997.00
PERS	1000	3201	0.00
Medicare	1000	3313	228.00
Medical	1000	3451	2,984.00
Dental	1000	3453	130.00
Vision	1000	3455	29.00
State Unemployment	1000	3501	8.00
Workers Compensation	1000	3801	330.00
Life Insurance	1000	3951	3.00
Service Contract Audit	1000	5857	0.00
Instruction-Related Services			
Instructional Supervision and Administration	2100-2150		0.00
AU of a Multidistrict SELPA	2200		0.00
Instructional Library, Media, and Technology	2420		0.00
Other Instructional Resources	2490-2495		0.00
School Administration	2700		0.00
Pupil Services			
Guidance and Counseling Services	3110		0.00
Psychological Services	3120		0.00
Attendance and Social Work Services	3130		0.00
Health Services	3140		0.00
Speech Pathology and Audiology Services	3150		0.00
Pupil Testing Services	3160		0.00
Pupil Transportation	3600		0.00
Food Services	3700		0.00
Other Pupil Services	3900		0.00
Ancillary Services	4000-4999		0.00
Community Services	5000-5999		0.00
Enterprise	6000-6999		0.00
General Administration	7000-7999		0.00
Plant Services	8000-8999		0.00
Other Outgo	9000-9999		0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES			22,400.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)			0.00

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

EDUCATION PROTECTION ACCOUNT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the Orange County Department of Education;
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Orange County Department of Education has determined to spend the monies received from the Education Protection Act as attached.

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA, COUNTY OF ORANGE

I, **Tim Shaw**, President, 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 18th day of June 2024.

IN WITNESS THEREOF, I have hereunto set my hand and seal this 18th day of June 2024.

DATED: _____, 2024.

Tim Shaw, President
Orange County Board of Education

CR

ORANGE COUNTY BOARD OF

BOARD AGENDA ITEM

DATE: June 18, 2024

FROM: Orange County Board of Education

SUBJECT: Appointment of Superintendent of Schools

On April 25, 2024, Orange County Superintendent of Schools Dr. Al Mijares ("Dr. Mijares") submitted a letter of retirement. The Orange County Board of Education ("Board") adopted its appointment authority vested by California Education Code §1042 (e). The Board received public comment at the May 22, 2024, Special Meeting and interviewed six (6) prospective Superintendent of Schools candidates. The Board accepted further public comment at the June 5, 2024, Regular meeting and the June 18, 2024, Board meeting.

RECOMMENDATION:

Appoint the Orange County Superintendent of Schools for the remainder of the 2022-2026 term.

ORANGE COUNTY BOARD OF

BOARD AGENDA ITEM

DATE: June 18, 2024

FROM: Orange County Board of Education

SUBJECT: Resolution Setting Salary of Superintendent of Schools appointed June 18, 2024

In 2021-2022 the Board engaged in a publicly transparent process over three (3) public meetings. The Board analyzed County Superintendent salaries using different analytical measures, including, but not limited to population, other County Superintendent total compensation, employees managed, school districts monitored and other administrative responsibilities. At the conclusion of that process the Board passed a resolution fixing the County Superintendent's salary for the 2022-2026 term.

By this Resolution the Board would maintain the County Superintendent appointed June 18, 2022, at the same base salary as the previous county superintendent.

RECOMMENDATION:

Adopt the Resolution maintaining the appointed Superintendent of Schools salary at the base salary fixed by the April 6, 2024, Resolution plus any applicable longevity stipend set forth in the Superintendent's salary schedule, the same benefit package as management employees, and a \$12,000 annual car allowance for the remainder of the 2022-2026 term. The Board may consider future salary increases afforded to senior management employees, including, the Cost-of-Living Allowance ("COLA"), as approved by the Board.

RESOLUTION OF THE BOARD OF EDUCATION
ORANGE COUNTY CALIFORNIA

Resolution setting salary of Superintendent appointed June 18, 2024

JUNE 18, 2024

WHEREAS, on or about April 25, 2024, Orange County Superintendent of Schools Dr. Al Mijares ("Dr. Mijares") submitted a letter of retirement to Acting Superintendent of Schools Ramon Miramontes ("Dr. Miramontes") from his position as the Orange County Superintendent of Schools effective June 30, 2024.

WHEREAS, Dr. Mijares informed staff on April 26, 2024, of his retirement decision.

WHEREAS, California Education Code section 1042 (e) (1) vests the County Board of Education with the authority to fill by appointment any vacancy that occurs during the term of office of the county superintendent of schools.

WHEREAS, on October 4, 2023, the Orange County Board of Education ("Board") resolved to adopt the appointment authority conferred by California Education Code §1042 (e).

WHEREAS, on June 18, 2024, the Board exercised its appointment authority. Accordingly, the Board must set the salary for the incoming appointed Superintendent of Schools.

WHEREAS, at the November 3, 2021, Board Meeting, the Board received a public analysis regarding comparable salaries of county superintendents and constitutional officers throughout the state of California for the purpose of considering the modification to the Superintendent of Schools' salary.

WHEREAS, at the April 6, 2022, Board meeting, the Board received another public analysis regarding comparable salaries of county superintendents and constitutional officers throughout the state of California.

WHEREAS, at the April 6, 2022, Board meeting, the Board passed a resolution pursuant to its authority under California Constitution Article IX, §3.1 (b) to fix the 2022-2026 County Superintendent's yearly base salary at \$300,000. In addition, the Board approved any applicable longevity stipend as set forth in the Superintendent's salary schedule, the same benefit package as management employees, and a \$12,000 annual car allowance.

THEREFORE, THE ORANGE COUNTY BOARD OF EDUCATION hereby resolves as follows:

1. To maintain the salary of the Superintendent of Schools appointed June 18, 2024, at \$300,000 plus any applicable longevity stipend set forth in the Superintendent's salary schedule, the same benefit package as management employees, and a \$12,000 annual car allowance for the remainder of the 2022-2026 term.

AYES:

NOES:

ABSTAINED:

ABSENT:

STATE OF CALIFORNIA

COUNTY OF ORANGE

I, Tim Shaw, President, 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 the 18th day of June 2024.

IN WITNESS THEREOF, I have hereunto set my hand and seal this 18th day of June 2022.

Tim Shaw, President
Orange County Board of Education

