

REGULAR MEETING

June 18, 2025

3:30 p.m.

[X] Mailed [] Distributed at meeting

RA

Location: Orange County Department of Education, Boardroom, 200 Kalmus Drive, Costa Mesa, CA 92626

Alternate Location: ibis Annecy Centre Vieille Ville, 12 rue de la Gare, 74000 Annecy, France

YouTube Livestream: <https://www.youtube.com/live/PtK-RqGN2QI>

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, 2025 – Adoption

(*) MINUTES

Regular Meeting of June 2, 2025 – Approval

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

Government Code Section 54956.8
Conference regarding real property located at Argosy, 601 S. Lewis Street, Orange, CA 92868.

TIME CERTAIN

1. Inter-district Appeal Hearing (Closed) - Student #06182025001I - Saddleback Valley Unified School District to Laguna Beach Unified School District.
2. Inter-district Appeal Hearing (Closed) - Student #06182025002I - Capistrano Unified School District to Saddleback Valley Unified School District.

INVOCATION

5:00 p.m.

Rev. Ray Jordan
Interim Senior Minister
Corona Del Mar Community Church

PLEDGE OF ALLEGIANCE

INTRODUCTIONS

PUBLIC COMMENTS (general)

CONSENT CALENDAR

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

CHARTER SCHOOLS

- 4. Charter submissions

STAFF RECOMMENDATIONS

- (*) 5. Adopt the Orange County Department of Education Local Control and Accountability Plan.
- (*) 6. Adopt the College and Career Preparatory Academy (CCPA) Local Control and Accountability Plan.
- (*) 7. Approve the Annual County School Services Fund Budget of the County Superintendent of Schools.
- (*) 8. 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).
- (*) 9. Receive the California School Dashboard Local Indicators: College and Career Preparatory Academy.
- (*) 10. Receive the Orange County Department of Education Annual Summary Report.
- (*) 11. Approve Resolution # 18-25 in accordance of regulations required under Proposition 30 and 55 regarding the Education Protection Account Proposed Expenditures.
- (*) 12. Approval of the Amira Learning screening tool.
- 13. Presentation – Ethnic Studies Curriculum, Jonathan Swanson, Director and Trish Walsh, Senior Administrator, Educational Services
- (*) 14. Board action on the Ethnic Studies Curriculum.
- (*) 15. Adopt the Local Educational Agency Temporary Borrowing Policy to help establish the ability for the County Superintendent to offer short term loans for cash flow purposes.

BOARD RECOMMENDATIONS

- (*) 16. Adopt Resolution #19-25, Supporting Title IX and Fairness in Girls' Interscholastic Sports. (Barke)

INFORMATION ITEMS

COMMUNICATION/INFORMATION/DISCUSSION

- Board Discussion - Irvine International Academy (IIA)
- Acquisition of surplus school sites/ properties (Williams)

ANNOUNCEMENTS

- Superintendent
- Deputy Superintendent

LEGISLATIVE UPDATES

BOARD MEMBER COMMENTS

CLOSED SESSION(S) PUBLIC REPORT OUT

ALTERNATE LOCATION

Trustee Sparks will participate from the alternate location.
ibis Annecy Centre Vieille Ville
12 rue de la Gare, 74000 Annecy, France

ADJOURNMENT



Renee Hendrick
Assistant Secretary, Board of Education

Next Regular Board Meeting - Wednesday, July 9, 2025 at 5:00 p.m.

Location - Orange County Department of Education, Boardroom, 200 Kalmus Drive, Costa Mesa, CA 92626
and via YouTube Livestream

Individuals with disabilities requiring special accommodations, including agenda or agenda packet materials in alternative formats or auxiliary aids and services, may request assistance by contacting Darou Sisavath, Board Clerk, at (714) 966-4012.

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

PK

ORANGE COUNTY BOARD OF EDUCATION
MINUTES

WELCOME

CALL TO ORDER

The Regular Meeting of the Orange County Board of Education was called to order by President Williams at 1:06 p.m., June 2, 2025, in the Board Room, 200 Kalmus Drive, Costa Mesa, CA 92626, The Mayflower Hotel, 1127 Connecticut Avenue, Washington, D.C. 20036, and via YouTube live stream https://youtube.com/live/-XD8_NEkwco.

ROLL CALL

Present:

Jorge Valdes, Esq.

Tim Shaw

Mari Barke

Ken L. Williams, D.O.

Lisa Sparks, Ph.D.

Board President Williams noted that Trustee Shaw is participating in the meeting virtually; therefore, all action items will be conducted via roll call vote.

AGENDA

Motion by Williams, seconded by Barke and carried by a roll call vote of 5-0 to approve the agenda of the Regular meeting of June 2, 2025 with an amendment to remove Items #5 and #6, as Compass Charter Schools of Santa Ana has withdrawn its petition.

MINUTES

Motion by Williams, seconded by Sparks and carried by a roll call vote of 5-0 to approve the minutes of the Regular meeting of May 7, 2025 and the Special meeting of May 14, 2025.

MOMENT OF SILENCE

Yaron Lischinsky and Sarah Lynn Milgrim – Board President Williams led a moment of silence to honor Yaron Lischinsky and Sarah Lynn Milgrim.

INVOCATION

Pastor Craig Hill

Taft Avenue Community Church

PLEDGE OF ALLEGIANCE

Karen Jaffe

INTRODUCTIONS

Dr. Maria Martinez-Poulin, Director of Curriculum & Instruction, ACCESS

PUBLIC COMMENTS (general)

- Darren
- Karen
- Geneva
- Michelle
- Tiffany
- Ellen
- Debra

CONSENT CALENDAR

Motion by Barke, seconded by Sparks and carried by a roll call vote of 5-0 to approve Consent Calendar items #1, #2, and #3.

1. Approve the granting of diplomas to the students listed from Alternative, Community, and Correctional Education Schools and Services, Alternative Education Division.
2. Accept the \$25,000.00 donation from SchoolsFirst Federal Credit Union in support of the 2025 Academic Pentathlon program and send a letter of appreciation to donor.
3. Approve board date change from Wednesday, April 1, 2026 to **Wednesday, April 8, 2026.**

CHARTER SCHOOLS

4. Charter submissions - None
7. Charter School Public Hearing – Orange County Academy of Sciences and Arts III
Aracely Chastain, Executive Director, Charter Schools Unit, facilitated the public hearing.
 - Kapil Mathur, OCASA III

PUBLIC COMMENTS (item #7 only)

- Julie
 - Nathan
 - Javier
8. Motion by Barke, seconded by Sparks and carried by a roll call vote of 5-0 to approve Option I for Orange County Academy of Sciences and Arts III.
 9. Charter School Public Hearing – College and Career Preparatory Academy material revision.

Aracely Chastain, Executive Director, Charter Schools Unit, facilitated the public hearing.

- Fatinah Judeh, Principal, CCPA

10. Motion by Barke, seconded by Sparks and carried by a roll call vote of 5-0 to approve the College and Career Preparatory Academy Material Revision.

PRESENTATIONS

13. Local Control and Accountability Plan (LCAP) Presentation – Chris Romanosky, Executive Director, Connections and Dr. Maria Martinez-Poulin, Director of Curriculum and Instruction, ACCESS, conducted the presentation regarding the LCAP for the Orange County Department of Education.

BOARD RECOMMENDATIONS

22. The Board discussed the proposed amendment to the Charter Schools MOU.

PRESENTATIONS (continue)

14. Public Hearing – Dr. Maria Martinez-Poulin, Director of Curriculum and Instruction, ACCESS, conducted a public hearing regarding the Orange County Department of Education LCAP.

The hearing was opened at 2:47 p.m. There being no input from the audience, the hearing was closed at 2:48 p.m.

15. Local Control and Accountability Plan (LCAP) Presentation – Fatinah Judeh, Principal, conducted the presentation regarding the LCAP for the College and Career Preparatory Academy.
 - Fatinah Judeh, Principal, CCPA

16. Public Hearing – Fatinah Judeh, Principal, conducted a public hearing regarding the College and Career Preparatory Academy Local Control and Accountability Plan (LCAP).

The hearing was opened at 3:04 p.m. There being no input from the audience, the hearing was closed at 3:05 p.m.

SPECIAL PRESENTATIONS

12. Santa Ana High School Wrestling Team CIF Championship Recognition – Dennis Cole, Chief of Staff facilitated the presentation.
 - Sheriff Don Barnes
 - David Kim, board member, Sheriff's Advisory Council
 - Sheriff's Advisory Council representatives
 - Pablo Cunningham, head coach SAHS Wrestling

- Wrestling assistant coaches - Ernie Aguilar, Devon Odonahue, Chris Elder
 - Wrestling Team, 16 members
11. Presentation of High School Diploma - Angel, ACCESS/ Area 8 Graduate – Ruth Ramirez, Principal, ACCESS Area 8, facilitated the presentation. The Board presented the diploma to Angel.

Trustee Sparks departed the meeting at approximately 3:30 p.m.

PRESENTATIONS (continue)

17. Budget Presentation – David Giordano, Associate Superintendent, Administrative Services conducted the presentation regarding the Orange County Department of Education budget for 2025-2026 fiscal year.
18. Public Hearing – David Giordano, Associate Superintendent, Administrative Services conducted a public hearing regarding the Orange County Department of Education budget for 2025-2026 fiscal year.

The hearing was opened at 3:53 p.m. There being no input from the audience, the hearing was closed at 3:54 p.m.

STAFF RECOMMENDATIONS

19. Superintendent's Salary

Motion by Barke, seconded by Valdes, and carried by a roll call vote of 4-0 (Sparks absent) to approve a 10% salary increase, positioning the Superintendent within the top quartile among comparable counties and districts, and to increase the vehicle allowance to \$20,000 annually to better reflect the Superintendent's current travel requirements.

Subsequent motion by Williams, seconded by Barke and carried by a roll call vote of 4-0 (Sparks absent) to approve the Superintendent's revised compensation, retroactive to June 1, 2025.

20. Motion by Barke, seconded by Valdes and carried by a roll call vote of 4-0 (Sparks absent) to approve the submission of a 2025 Golden Bell Awards® application for the TUPE CBP by the CSBA's deadline of Friday, June 27, 2025.

An overview of the program and submission was provided by Dareen Khatib, Administrator and Julieta Duarte, Lead Coordinator of Educational Services.

21. Presentation - Ethnic Studies
- Trish Walsh, Sr. Administrator, Educational Services
 - Jonathan Swanson, Direct, Educational Services

BOARD RECOMMENDATIONS (continue)

23. Motion by Barke, seconded by Valdes and carried by a roll call vote of 4-0 (Sparks absent) to designate Board President Ken L. Williams, D.O., as a liaison to the Association of California County Boards of Education (ACCBE), and Trustee Jorge Valdes, Trustee Area 1 as backup representative.
24. Motion by Williams, seconded by Barke and carried by a roll call vote of 4-0 (Sparks absent) to adopt Resolution #17-25, Supporting Access to Speech and Debate Education.

INFORMATION ITEMS

COMMUNICATION/INFORMATION/DISCUSSION

- Irvine International Academy (IIA) - Notice of Concern and other events
 - The Board had a discussion and listened to comments from the public regarding IIA.

PUBLIC COMMENTS (IIA)

- Anh
- Abigail
- Valery
- Mirian

ANNOUNCEMENTS

Superintendent

- 5-3-1 Strategic Plan
- Welcomed global education leaders from South Korea's Gyeonggi Province on May 7 and Chapalla, Mexico on May 28 to exchange ideas on advancing future-ready schools.
- California Distinguished Schools – 44 honorees in Orange County
- Top five 2030 ACCESS goals - Career Readiness & CTE Pathways; Personalized, Rigorous Instruction; Safety, Engagement & Attendance; EQ Leadership & Resilience; and Practical Life Skills & Financial Literacy

Deputy Superintendent

- Next regular board meeting – Wednesday, June 18
 - Submission deadline is June 4
 - Board packet delivery on June 13
- Board Liaison update – three to four qualified applicants

BOARD MEMBER COMMENTS

- Trustee Shaw – High School graduations, Luke at the U.S. Naval Academy for a week

ADJOURNMENT

On a motion duly made and seconded, the June 2, 2025, board meeting adjourned at 5:15 p.m.



Renee Hendrick
Assistant Secretary, Board of Education

Ken L. Williams, D.O.
President, Board of Education

Next Regular Board Meeting – Wednesday, June 18, 2025

Location - Orange County Department of Education, Boardroom, 200 Kalmus Drive, Costa Mesa, CA 92626
and via YouTube Livestream

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June 18, 2025

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ORANGE COUNTY BOARD OF [X] Mailed [] Distributed at meeting
BOARD AGENDA ITEM

DATE: June 18, 2025
TO: Renee Hendrick, Deputy Superintendent
FROM: Analee Kredel, Associate Superintendent, ACCESS & Connections Division
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 11-12 removed (CONFIDENTIAL STUDENT INFORMATION)

June 18, 2025



ORANGE COUNTY BOARD OF ☒ Mailed ☐ Distributed at meeting
BOARD AGENDA ITEM

DATE: June 18, 2025

TO: Renee Hendrick, Deputy Superintendent

FROM: Analee Kredel, Associate Superintendent, ACCESS & Connections Division

SUBJECT: OCDE Local Control and Accountability Plan

BACKGROUND:

The Orange County Department of Education Local Control and Accountability Plan (LCAP) for the 2025-26 school year was presented to the Board on June 2, 2025. 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.

June 18, 2025



ORANGE COUNTY BOARD OF [X] Mailed [] Distributed at meeting
BOARD AGENDA ITEM

DATE: June 18, 2025
TO: Renee Hendrick, Deputy Superintendent
FROM: Analee Kredel, Associate Superintendent, ACCESS & Connections Division
SUBJECT: College and Career Preparatory Academy
Local Control and Accountability Plan

BACKGROUND:

The College and Career Preparatory Academy Local Control and Accountability Plan (LCAP) for the 2025-2026 school year was presented to the Board on June 2, 2025. 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:

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

June 18, 2025



☒ Mailed ☐ Distributed at meeting

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 18, 2025

TO: Renee Hendrick, Deputy Superintendent

FROM: David Giordano, Associate Superintendent, Administrative Services

SUBJECT: Budget Approval for Fiscal Year 2025-26

As required by State regulations, the attached documents include the 2025-26 OCDE budget and the Criteria and Standards. The July budget reflects preliminary estimates of income and expenditures, including projected growth needs, and is based on information available from the Governor's May Revision.

RECOMMENDATION:

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

DG:sh

June 18, 2025

RL

ORANGE COUNTY BOARD OF [X] Mailed [] Distributed at meeting
BOARD AGENDA ITEM

DATE: June 18, 2025

TO: Renee Hendrick, Deputy Superintendent

FROM: Analee Kredel, Associate Superintendent, ACCESS & Connections Division

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, 2025

2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Orange County Department of Education	Stefan Bean, Ed.D. Orange County Superintendent of Schools	sbean@ocde.us (714) 966-4001

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
2023-2024	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)			3		
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)			3		
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 continue to affirm that the school's Family and Community Engagement (FACE) 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. Through a tiered approach, the team connects families to resources within the school as well as in the community to help them support their child's educational journey. Monthly parent meetings, cafecitos, and workshops 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.

Based on analysis of data from LCAP surveys and workshop evaluations from parents, the LEA's focus area for improvement is to provide more training for building trusting relationships between families and school staff, strengthening our capacity to work together as equal partners in the school. To build capacity, teams of parents and school staff participate in conferences, regional collaborative meetings, and a variety of workshops and trainings to learn techniques and strategies that are effective for building relationships across diverse cultural, linguistic, and economic backgrounds. As a grantee of the Community Engagement Initiative (CEI), the LEA assembled a team of students, parents, school staff, and community partners to participate in the Peer Leading and Learning Network (PLLN) meetings held across the state this year. Locally, three cohorts of school staff, including teachers, principals, front office staff, paraeducators, and FACE staff, have participated in 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. The LEA’s FACE team also attends the county-wide Family & Community Partnership Network to gain new resources and learn best practices for strengthening home-school partnerships.

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

Input from parent advisory groups and data from recent LCAP surveys indicate a need for more language support for underrepresented 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 interpreting and translating 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 learn about locally developed tools and resources and network with other professionals through the countywide Multilingual Consortium meetings, sponsored by the LEA. In addition, bilingual school staff participate in local and statewide conferences, such as LEA’s Interpreters and Translators Conference and the California Association for Bilingual Education (CABE) conference, to ensure that they have access to the most current tools and resources for supporting families.

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)

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

The LEA’s community partnership model continues to be a strength for improving 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 career readiness skills training. Many of these supports are available to families through the LEA’s Family Resource

Centers, located at school sites throughout the county. 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 and in advisory groups, parents and caregivers express the need for more information on how to best support their child's academic progress and social-emotional growth at home. To provide requested resources and tools, the LEA has increased the number of virtual 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 workshops build on each family's strengths and assets and provide a supportive setting in which parents and caregivers feel comfortable sharing strategies and problem-solving. Information and resources are also shared with families during parent-teacher conferences, open house events, and resource fairs. In addition, the LEA will also post resources and tutorials online. The LEA will also increase the capacity of the Parent Portal and provide training for parents to access real-time information on student attendance, grades, test scores, and credits. According to researcher Joyce Epstein's typology, these types of "Learning at Home" activities have the greatest impact on student academic achievement.

- 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.

Families in underrepresented groups share that they would like more communication from the school regarding student needs and progress, as well as post-secondary opportunities for their children. To improve engagement, the LEA will hold parent-teacher conferences as part of week-long events featuring workshops for families and students on college applications, financial aid, career readiness skills, and internship opportunities. To create a space for students, families, and school staff to work together as partners to support learning, students will be empowered to lead the conferences, and parents will be encouraged to set goals together with their children. Interpretation and translation will be provided for all families in their home language. The LEA will also utilize a variety of outreach strategies to provide more consistent communication 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)

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

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, families participate in All Hands on Deck, a quarterly meeting in which families, students, school staff, and community partners collaborate to shape and implement the community schools vision for the LEA. Participation in this meeting has also grown considerably over the past year, with students and families now regularly attending.

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 (CCSPP) implementation grant, the LEA is focusing on developing more 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 and 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 processes.

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 Advisory Committee meetings, and serve on School Site Council indicates strong interest in building their leadership capacity, knowledge, and skill sets to fully engage in these decision-making groups. Through participation in the Community Engagement Initiative's (CEI) Peer Leading and Learning Network (PLLN) meetings, students, parents, community partners, and school staff are learning how to create shared decision-making structures that empower all partners to have a voice in school decision-making. To help build and sustain parent and student leadership, the LEA is providing training on topics such as school funding, curriculum, instruction and assessment, college and career readiness, technology, and community schools.

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 administered the annual LCAP School Climate Survey to students in ACCESS Community and Juvenile Hall schools, OCCS, CHEP/PCHS, and Orange County Special Education schools. The survey included questions aligned with state priorities on school climate and safety, providing valuable input to guide program improvements. Research shows that students who feel safe and connected to their school and staff are more likely to thrive academically and socially, ultimately supporting their transition to college, career, and community life.

OCDE's alternative education programs serve at-risk students whose unique experiences call for targeted supports. Understanding student perceptions of school climate and safety is critical to improving engagement and supporting both academic and personal growth.

Survey results are reviewed by school leadership and directly inform decisions around student support services in the LCAP. Based on the 2024–25 findings, OCDE continues to invest in:

- Expanded academic interventions
- Increased school-based mental health services for general and special education students
- Ongoing professional development focused on student wellness, behavior, and positive relationship-building

In addition, OCDE uses School Accountability Report Cards and LCAP metrics to monitor student achievement, suspension and attendance rates, and dropout and graduation rates.

2024–25 Student Survey Highlights:

ACCESS Schools:

- 60% of 261 student respondents "Strongly Agree" or "Agree" they feel connected to their teachers/school community.
- 76% of 262 student respondents "Strongly Agree" or "Agree" they feel safe at school.

OC Special Education School:

- 100% of the 5 student respondents "Strongly Agree" or "Agree" their school provides appropriate materials and meaningful learning opportunities.
- 100% of the 5 student respondents "Strongly Agree" or "Agree" they feel safe at school.

OCDE remains committed to collecting and using student, family, and staff feedback to support continuous improvement and provide high-quality educational experiences for all students.

All survey questions/responses may be viewed in the 2025-26 OCDE LCAP, Appendix E.

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 uses a variety of locally selected tools to track student access to a broad course of study, including enrollment reports from CALPADS and Aeries, disaggregated by grade span and subgroup. OCDE uses Aeries to track pathway enrollment and completion rates, identify students who are concentrators or completers, and examine participation across subgroups. Specifically for Career Technical Education (CTE), OCDE tracks enrollment and pathway completion rates using local data dashboards and CTE concentrator reports. Schedule and course offerings reviews are conducted annually to ensure all school sites, including alternative and special education programs, offer a broad range of courses. For students with exceptional needs, IEP and transition plan reviews are conducted to ensure appropriate access to CTE courses aligned with students' postsecondary goals. These reviews help identify if accommodations or schedule adjustments are needed to ensure full participation. Student interest inventories and advisory committee feedback are also used to align offerings with student interests and workforce needs. For students with exceptional needs, IEP and transition plan reviews are conducted to ensure appropriate access to CTE courses aligned with students' postsecondary goals. These reviews help identify if accommodations or schedule adjustments are needed to ensure full participation. Counselors and Transition Specialists guide special 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)

Using course enrollment reports from Aeries and annual schedule reviews, OCDE monitors student access to a broad course of study, including Career Technical Education (CTE). Data is disaggregated by grade span and student groups, including unduplicated pupils and students with disabilities. Across most sites, students have access to at least one CTE pathway, with some schools offering multiple pathway options aligned to student interests and regional workforce needs. Alternative education programs have expanded access by integrating CTE courses and work-based learning opportunities into modified schedules. Enrollment data shows overall participation in CTE is increasing; however, gaps remain. English learners and students with disabilities are underrepresented in some pathways, particularly those with more rigorous technical components. To address this, counselors provide targeted outreach and academic planning support. IEP teams also ensure appropriate accommodations are in place to support access to CTE. Progress is ongoing, with increased alignment between student interest surveys and course offerings and more inclusive scheduling practices to ensure access across all programs.

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)

OCDE has identified several key barriers to providing consistent access to a broad course of study, including CTE, across all school sites and student groups. One major challenge is limited physical space and outdated facilities, which restrict the ability to offer specialized courses like CTE that require designated labs, equipment, or hands-on learning environments. Some sites, particularly in alternative education settings, lack the infrastructure to support a wide range of CTE pathways. Leadership transitions in recent years have disrupted the continuity of professional development needed for cross-disciplinary collaboration and innovative instructional practices. Teachers need consistent training to support inclusive practices and ensure CTE courses are accessible to all student groups, including students with disabilities and English learners. Length of student enrollment in the alternative education program is also considered to be a barrier, as they do not typically spend an entire school year in the program like students in comprehensive high schools do. In addition, community awareness and understanding of alternative education programs and their academic offerings remain limited. Misconceptions can affect enrollment and prevent students from exploring valuable options like CTE that align with their interests and career goals.

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 identified barriers, OCDE is implementing several strategic actions to increase access to a broad course of study, particularly in Career Technical Education (CTE). We are investing in facility improvements and equipment upgrades at sites to support hands-on, industry-aligned instruction. This includes creating flexible learning spaces and expanding access to CTE labs and technology. We are utilizing credentialed CTE instructors from two local ROP organizations. This partnership allows students to receive instruction from staff with industry expertise. Interdisciplinary collaboration will be promoted through curriculum integration activities that connect CTE with academic subjects, fostering real-world learning and supporting pathway relevance. Additionally, we are developing partnerships with local businesses and organizations to expand work-based learning and mentorship opportunities. To build understanding and reduce stigma around continuation and alternative programs, we are strengthening communication efforts with families and community partners, highlighting the academic rigor and career readiness pathways available to all students.

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

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

Rating Scale (lowest to highest):

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

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

Coordinating Instruction	1	2	3	4	5
for filling those service gaps.					
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.					5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.				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).					5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.				4	
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	

June 18, 2025

RH

ORANGE COUNTY BOARD OF
BOARD AGENDA ITEM

[X] Mailed [] Distributed at meeting

DATE: June 18, 2025
TO: Renee Hendrick, Deputy Superintendent
FROM: Analee Kredel, Associate Superintendent, ACCESS & Connections Division
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.

RECOMMENDATION:

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

June 18, 2025

2025-26 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)

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)				4	
Mathematics – Common Core State Standards for Mathematics				4	
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)				4	
Mathematics – Common Core State Standards for Mathematics				4	
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					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts				4		
World Language						N/A

Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

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.

- 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.	4

Building Relationships 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 Relationships Between School Staff and Families.

The College and Career Preparatory Academy (CCPA) program continues to demonstrate significant strength in building authentic and trusting relationships between school staff and families. The cornerstone of this strength is the personalized, one-on-one instructional model, which fosters strong teacher-student relationships. These relationships serve as the foundation for informal assessments and meaningful dialogue, allowing students to share their academic and personal goals, as well as any barriers they may be facing. Teachers use this insight to help remove obstacles to learning, creating a more supportive and focused educational environment.

CCPA supports ongoing engagement by providing regular opportunities for students and families to meet with teachers to review academic progress and identify strategies for supporting learning at home. These meetings reinforce mutual trust and shared responsibility between families and school staff. The School Counselor works closely with students through one-on-one appointments to ensure they remain on track for graduation, explore career pathways, and develop postsecondary plans. Each student's Individualized Career Education Service Plan (IECSP) documents academic goals and support strategies, facilitating collaborative planning with families and staff.

A key success this year was the program's ability to provide individualized supports that address students' basic needs and well-being. Students received access to food, hygiene kits, and mental health services—critical resources that help ensure stability and promote academic engagement. The part-time clinician and full-time community resource specialist played essential roles in connecting students to these services. Through the tiered re-engagement process, they also supported direct relationship-building with students and families. Their participation in intervention meetings with students, staff, and families helped identify and address social-emotional needs and contributed to improved student attendance and overall engagement.

To deepen these efforts, CCPA implemented a Multi-Tiered System of Supports (MTSS) framework that begins at enrollment and extends throughout each student's time in the program and after graduation. MTSS provides a structure for academic and social-emotional interventions tailored to each student's needs. Special attention is given to the needs of unduplicated students—including English learners, low-income students, and foster youth—to ensure they receive equitable, proactive support and are fully included in all family engagement practices. Staff are trained to recognize and respond to the unique experiences of these populations and engage families with accessible, culturally responsive communication and services.

Based on educational partner input and local data, CCPA has made meaningful progress and is currently at a stage of full implementation in building strong, respectful relationships between school staff and families. The program will continue to prioritize inclusive, student-centered communication and coordinated support systems to sustain and strengthen these relationships for all students, with a continued focus on equity for unduplicated and historically underserved student groups.

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, the College and Career Preparatory Academy (CCPA) has identified several focus areas to strengthen relationships between school staff and families. One key area is increasing the number of student and family engagement events held across CCPA's geographically diverse school sites. By expanding the reach of these events, the program aims to remove access barriers and ensure all families, including those of unduplicated students such as English learners, low-income students, and foster youth, can participate meaningfully in school life.

To support this effort, the Community Resource Specialist has identified regional networks of services throughout Orange County. These networks help connect students and families to basic needs supports, community agencies, and local events. Participation data at each site will continue to be monitored to ensure equitable access and outreach across student groups.

Support staff will continue assisting with the tiered re-engagement process. In response to feedback from monthly staff meetings, their roles now include outreach, event invitations, follow-up, and re-engagement tracking. This expanded involvement promotes consistency in communication with families and strengthens staff capacity to connect with those who may be less engaged or face additional challenges.

Input from workforce development partners also highlighted the need to improve early and ongoing connections with students and families. As a result, CCPA will continue integrating on-site enrollment with Workforce Innovation and Opportunity Act (WIOA) partners as part of the student onboarding process. This approach helps families understand available program supports from the outset and provides immediate access to external resources that complement the school's efforts.

These improvement efforts reflect CCPA's commitment to building inclusive, equitable, and culturally responsive relationships that support all students—particularly unduplicated and historically underserved populations.

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

To improve the engagement of underrepresented families, the College and Career Preparatory Academy (CCPA) will expand inclusive outreach strategies and continue building on respectful and supportive relationships between staff, students, and families. Based on the self-reflection process and educational partner input, CCPA identified a need to increase engagement efforts with families and students who are part of unduplicated groups, including English learners, low-income students, and foster youth. As a program serving students ages 16–25, including many who are

independent adults, CCPA’s outreach efforts are designed to address the diverse needs and circumstances of its student population.

CCPA will use Professional Learning Communities (PLCs) to support staff in refining inclusive engagement strategies and communication practices. Through regular collaboration, staff will share effective approaches for building relationships with adult students and the families of minors, with a focus on accessibility, responsiveness, and trust-building.

The program will continue strengthening its Multi-Tiered System of Supports (MTSS) to guide targeted outreach and engagement. Staff will participate in MTSS refresher sessions to ensure consistent identification and support of students and families in need of additional resources. This will help ensure that underrepresented and unduplicated students—especially those managing responsibilities such as parenting, employment, or housing instability—receive timely, personalized support.

The Community Resource Specialist will continue to connect students to regional services across Orange County, including food, housing, transportation, and community-based programs. The part-time clinician will provide individualized mental health services and lead on-site wellness workshops, which will include parenting workshops designed to support adult students balancing education with family responsibilities.

To enhance capacity for outreach and student support, CCPA will use additional concentration grant add-on funding to offer overtime opportunities for classified staff. These staff will support extended learning, academic interventions, and engagement activities that increase meaningful contact with both students and, when appropriate, their families.

Through coordinated efforts in outreach, staff learning, mental health and wellness supports, and tiered interventions, CCPA is committed to improving engagement with underrepresented and unduplicated students and families, ensuring equitable access to strong and lasting school connections.

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.	5
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	5
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)

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

To build effective partnerships that support student outcomes, the College and Career Preparatory Academy (CCPA) provides regular opportunities for collaboration with community-based organizations, educational institutions, and workforce development agencies. Based on educational partner input and local data, CCPA has expanded engagement efforts with these partners to increase the number of student-centered events and services offered throughout the school year. These events are designed to promote high school completion, postsecondary planning, and career readiness while reducing barriers to success—particularly for unduplicated students, including English learners, low-income students, and foster youth.

CCPA has demonstrated measurable progress in building partnerships that are responsive to the needs of its diverse student population, including adult learners ages 16–25. Collaborations with educational and federally funded workforce partners have helped ensure that students receive wraparound services that extend beyond academics, including access to training, mental health supports, and resources that improve engagement and long-term success.

A notable strength of the program is its collaboration with the California National Guard, the Orange County Youth Center's Ready S.E.T. Go program, and Long Beach City College through the California Job Challenge program. Students participating in this program are dually enrolled in both CCPA and Long Beach City College. CCPA provides flexible access to coursework through the Imagine Learning LMS platform, which supports students in completing high school requirements while also earning a certificate in a college pathway. These dual-enrollment partnerships are particularly beneficial to unduplicated students, many of whom face complex life circumstances and benefit from integrated academic and workforce development support.

CCPA continues to align with workforce partners to meet the evolving needs of its young adult population. These partnerships are designed to provide equitable access to opportunities, with a focus on ensuring that unduplicated students are connected to career pathways, supportive services, and resources that promote meaningful postsecondary transitions.

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 student data, assessment results, local indicators, and educational partner input, the College and Career Preparatory Academy (CCPA) has identified several focus areas for improvement in building partnerships that support positive student outcomes. These areas reflect the program's mission to meet the academic, social-emotional, and transition needs of its diverse student population.

CCPA's improvement priorities include:

1. Increasing student attendance and improving Average Daily Attendance (ADA) capture rates
2. Supporting academic and social-emotional needs for all students
3. Increasing student academic growth
4. Expanding workforce and postsecondary transition partnerships
5. Increasing equitable access to dual enrollment across all regions of the county

A key focus is strengthening coordination with WIOA (Workforce Innovation and Opportunity Act) partners. CCPA and WIOA agencies are working together to align their enrollment processes, enabling students to meet with WIOA case managers at the same time they enroll in CCPA. This integrated approach allows students to immediately begin

accessing job readiness support, training services, and employment preparation, creating a smoother and more impactful start to their high school and career journey.

In addition, CCPA is working to expand its workforce development partnerships beyond WIOA, to connect students with a broader network of training providers, job placement agencies, and support services. Increasing the range of workforce partners will ensure that more students—particularly those preparing for employment after graduation—have access to high-quality career development opportunities.

CCPA is also working to expand dual enrollment offerings by developing new partnerships with community colleges across Orange County. These efforts are designed to ensure that students, regardless of their geographic location—from North to South County—have equitable access to college-level coursework while completing their high school diploma.

Another area of focus is enhancing mental health and wellness partnerships to support students' social-emotional needs. The school's Multi-Tiered System of Supports (MTSS), alongside services provided by the part-time clinician and Community Resource Specialist, ensures that students receive targeted support. These efforts are especially important for unduplicated students, including English learners, foster youth, and low-income students, who often require additional outreach and access to resources.

CCPA's continuous improvement in these areas is informed by data and stakeholder collaboration. These partnership strategies support stronger student outcomes and align with the Orange County Workforce Plan by preparing students for both college and career transitions.

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.

Based on analysis of educational partner input and local data, the College and Career Preparatory Academy (CCPA) has identified targeted strategies to improve engagement of underrepresented students and their families, particularly adult learners who face challenges balancing school with work, parenting, or other life responsibilities.

Through feedback from workforce partners—including those connected to the California Job Challenge program—and insights from CCPA staff, it became evident that some adult students were being referred to other programs with fewer high school credit requirements. In response, CCPA developed a reduced-credit diploma pathway for students aged 19 and older, which will be implemented beginning in the 2025–26 school year. This new pathway requires 155 credits, compared to the 220-credit graduation pathway currently required for students aged 18 and under.

The revised charter petition reflects this change and acknowledges the unique circumstances of older students, many of whom belong to unduplicated student groups such as low-income individuals, English learners, and foster youth. The 155-credit pathway maintains core academic rigor while removing elective credit requirements that often present barriers for adult learners with limited time due to employment or caregiving responsibilities.

This additional graduation option is intended to promote stronger engagement, reduce dropout risk, and create more realistic and attainable academic pathways for students who might otherwise disengage from school. It was developed through collaborative discussions with workforce partners, staff, and regional education consortia, and is aligned with CCPA's broader mission to support student success through flexible, responsive programming.

By offering this alternative pathway, CCPA aims to expand access, improve retention, and strengthen postsecondary transitions—ensuring that all students, regardless of age or background, have the opportunity to complete their education and pursue college and career goals.

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

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

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

The College and Career Preparatory Academy (CCPA) demonstrates strong progress in engaging students, families, and staff in shared decision-making processes. Based on the self-reflection tool, CCPA rated itself at 5 for building staff capacity to engage families in advisory groups, and 4 in all other areas of seeking input from families and involving stakeholders in collaborative planning and evaluation.

One of CCPA’s core strengths is its active effort to include students and families in shaping the school’s continuous improvement efforts. CCPA offers multiple advisory and input opportunities, including participation in ELAC/DELAC, the School Advisory Committee, and through the annual LCAP educational partner surveys. These forums serve as platforms for underrepresented families and adult learners to voice their priorities and offer feedback that informs schoolwide decisions, policies, and supports.

Accessibility is a key strength in CCPA’s engagement approach. Advisory group meetings are offered at times and locations identified as convenient by students and families, and often include remote participation options such as live streaming and call-in access. Translation services and staff outreach efforts are consistently used to ensure full participation from families of English learners, foster youth, and low-income students—many of whom may face scheduling or transportation challenges.

CCPA staff—particularly site administrators, teachers, and classified team members—are regularly included in LCAP planning, student support strategies, and re-engagement protocols. This collaboration has helped ensure shared ownership of program design and continuous improvement goals. Educational partners also help inform the development of academic and non-academic services that are responsive to student needs, such as the newly implemented tiered re-engagement process and the expansion of wellness services.

To continue strengthening this area, CCPA will expand outreach efforts to encourage greater participation from underrepresented families in formal decision-making spaces. The LCAP educational partner survey will remain a

central tool for gathering feedback, identifying needs, and improving engagement practices. These efforts will ensure that CCPA's decision-making remains inclusive, transparent, and informed by those most directly impacted by school policies and services.

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.

Based on analysis of educational partner input and local data, the College and Career Preparatory Academy (CCPA) has identified opportunities to expand and strengthen its input structures to improve decision-making. While the School Advisory Committee continues to provide valuable input on program growth, workforce training, and student preparation, there is a need to increase the range and consistency of stakeholder engagement.

One specific focus for improvement is the development of regular, dedicated collaboration meetings with workforce partners, distinct from the School Advisory Committee. These meetings will include representatives from WIOA agencies, regional workforce boards, job training providers, and industry partners. The purpose is to gather timely input on program alignment, job readiness, and transition services so that CCPA can better support students' career preparation and postsecondary goals.

In parallel, the School Advisory Committee will work to broaden participation by seeking more input from community partners, local business leaders, staff, students, and parents. This will help ensure that a wider range of perspectives are reflected in school planning and program evaluation.

Together, these efforts aim to create a more inclusive and responsive decision-making process that reflects the voices of underrepresented families and adult learners, particularly those in unduplicated student groups such as foster youth, English learners, and low-income students.

By strengthening both advisory structures and external workforce collaboration, CCPA will enhance its ability to make informed decisions that support student achievement, postsecondary transitions, and long-term program success.

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 the decision-making process, the College and Career Preparatory Academy (CCPA) has implemented multiple strategies and will continue to enhance these efforts to ensure equitable input from all voices in the school community. These underrepresented families include those of English learners, low-income students, foster youth, and adult learners—many of whom may face barriers to traditional engagement opportunities.

The School Advisory Committee plays a key role in collecting input from a broad range of educational partners and stakeholders. CCPA currently uses a variety of tools to gather meaningful input, including web conferencing, phone outreach, and surveys offered in multiple languages. Advisory and engagement meetings are designed to be accessible, with virtual and call-in options to accommodate families with work or transportation limitations.

In addition, public input is welcomed during Orange County Board of Education (OCBE) meetings when CCPA's Local Control and Accountability Plan (LCAP) is presented. Community members and staff are encouraged to provide comments virtually or in writing, ensuring broad access to the decision-making process.

To further strengthen engagement, CCPA will enhance outreach and input collection methods through the following:

1. School Advisory Committee meetings structured to allow public comment via web conferencing and phone call-in
2. DELAC meetings where parents and students can ask questions and provide feedback

3. Online surveys open to students, families, teachers, staff, and educational partners
4. Email and text surveys delivered in English and Spanish
5. Phone surveys conducted in English and Spanish to reach families with limited internet access
6. Ongoing internal meetings with staff focused on LCAP planning and educational priorities
7. Weekly outreach and input collection from educational partners through the Counselor, SRTs, Project Liaison, and school administration
8. Student Intervention Team (SIT) meetings, which are not only used to support individual student re-engagement through a tiered re-engagement process, but also provide an opportunity to identify barriers not previously considered and determine whether additional resources or program adjustments are needed to meet a student's or family's needs

These combined efforts will ensure that CCPA continues to engage underrepresented families effectively and consistently. By removing access barriers, offering multilingual and multimodal feedback options, and incorporating stakeholder input into planning and services, CCPA will maintain an inclusive and responsive decision-making process that reflects the needs of its full student population.

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.

The College and Career Preparatory Academy (CCPA) serves students ages 16–25, with approximately 85% of the student population between the ages of 18 and 25, according to 2024–2025 CALPADS Fall 1 reporting (DataQuest). Because the majority of CCPA’s students fall outside the age range typically served by the California Healthy Kids Survey (CHKS), CCPA administers its own local school climate survey tailored to the needs, experiences, and context of its unique student population.

The local climate survey is conducted annually and gathers input on a range of factors, including student safety, connectedness, engagement, school satisfaction, access to support services, and readiness for postsecondary transitions. Students complete the survey voluntarily, and the results are disaggregated and analyzed across student groups, including English learners, foster youth, low-income students, and other unduplicated student groups, when possible.

Survey results are shared with all key stakeholders, including teachers, counselors, classified staff, site administrators, and members of the School Advisory Committee. These results are reviewed in alignment with other LCAP planning data sources and are discussed during staff meetings, advisory group sessions, and annual schoolwide planning activities.

Based on the analysis of the most recent student survey data, CCPA has taken several actions to improve school conditions and climate:

1. Increased student services, including expanded mental health supports through partnerships with a part-time clinician and community organizations
2. Improved access to technology, including increased availability of devices and support for digital learning platforms
3. Enhanced collaboration with community and workforce partners, resulting in expanded access to job training, postsecondary education pathways, and re-engagement opportunities for adult learners

The climate survey continues to serve as a critical tool in shaping the school’s ongoing improvement efforts and ensuring that student voices—particularly those of underrepresented and adult learners—are central to decision-making. By collecting and analyzing locally relevant data, CCPA is able to maintain a responsive and inclusive approach to school climate that reflects the needs of its unique student population.

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.

The analysis of CCPA's local school climate survey revealed a number of key strengths and areas for improvement. Overall, students expressed a strong sense of support and connection to the school. A total of 92% of students indicated that they feel the school is preparing them for college and career pathways. 100% reported having access to textbooks and learning materials that meet their academic needs. 98% of students agreed that staff work with them to help them do their best, and 92% reported that at least one adult on campus cares about them. These results suggest that CCPA fosters a positive school climate and supportive relationships between staff and students.

Among English Learner (EL) students, 69% indicated that they are being taught to speak, read, and write in English. While this reflects a positive foundation, it also highlights an opportunity for improvement in targeted language development support. The disaggregated results show that although most students feel supported and prepared, there remains a need to further engage and serve specific student groups—particularly ELs and Long-Term English Learners (LTELs)—to ensure consistent growth in English language acquisition.

To respond to these findings, CCPA will continue implementing its English Language Development (ELD) curriculum with a focus on both integrated and designated ELD instruction. The school is also committed to adopting instructional materials in core subjects, CTE, and electives that are inclusive and reflective of diverse student experiences. Regular ELPAC testing will be used to monitor EL and LTEL progress and to guide instructional planning. Language development will be tracked over time, and instructional strategies will be adjusted based on the needs of each student group. CCPA will also provide ongoing professional learning for staff, with a focus on supporting student academic growth and language development.

These actions are part of CCPA's broader commitment to using data to inform continuous improvement and ensure that all students—particularly those in historically underserved groups—are supported in achieving their academic and postsecondary goals.

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.

In response to analysis of local survey data and feedback from educational partners, the College and Career Preparatory Academy (CCPA) has made targeted revisions and adopted new actions to address identified student needs and support continuous improvement.

CCPA has implemented several actions to enhance student support services, improve access to resources, and strengthen partnerships with community agencies. One major change has been the expansion of mental health and wellness services through the continued support of a part-time clinician. In addition, wellness workshops, including parenting and mental health topics, will be expanded across school sites to support both students and their families. The Community Resource Specialist has been formally integrated into the Student Intervention Team (SIT) process, helping provide individualized assistance to students with low attendance or social-emotional barriers. SIT meetings also serve as a key opportunity to gather input from students and families about what is working and what may need to improve, allowing the program to adjust services and address emerging needs.

To improve student pathways and postsecondary readiness, CCPA is strengthening its partnerships with federally-funded workforce agencies and community colleges. WIOA partners now participate in the school’s enrollment process, so students can meet with case managers at the point of enrollment. This allows them to begin receiving job preparation and support services immediately. CCPA also plans to expand WIOA partnerships and increase dual enrollment opportunities across the county to better serve students from all geographic regions—from North to South Orange County—ensuring access regardless of location.

CCPA continues to emphasize equity in academic support, particularly for English Learners (ELs) and Long-Term English Learners (LTELs). While most students report positive outcomes, a small percentage of EL students indicated they need stronger support in language development. To address this, the program will continue implementing a dedicated English Language Development (ELD) curriculum aligned to core academics, CTE, and electives. Instructional materials will reflect diverse student perspectives and ensure relevance across subject areas. The school is also taking steps to increase student participation in ELPAC testing to more effectively monitor progress and tailor instruction accordingly. Staff will use ELPAC data to inform instructional planning and ensure language growth is being supported consistently.

Professional development will continue through structured PLCs, focusing on staff capacity-building in areas such as academic language development, student engagement, and effective instructional practices for underrepresented groups. These supports ensure all staff are equipped to meet the needs of the school’s diverse student population.

These changes reflect a comprehensive approach to continuous improvement—one that uses student voice, data, and educational partner input to inform actions. Through expanded partnerships, targeted academic supports, and stronger access to wellness resources, CCPA is ensuring that all students, including underrepresented and unduplicated groups, are prepared for college, career, and lifelong success.

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)

Annually, 100% of CCPA students—including all student subgroups, unduplicated student groups (foster youth, English learners, and low-income students), and individuals with exceptional needs—have access to a broad course of study that includes core academic subjects, electives, CTE, and A–G content. Access is verified through the Courses of Study, Master Agreements, Course Contracts, and student transcripts.

Locally selected tools include i-Ready diagnostics in math and reading and a career assessment to support placement decisions. Each student collaborates with a teacher and School Counselor to create an Individualized Education Career Service Plan (IECSP), aligning course enrollment to academic, career, and transition goals.

Counselors support access to full course offerings, including CTE and dual enrollment. Partnerships with community colleges expand access to a broad course of study throughout Orange County. MTSS tiered intervention matrices support the academic and social-emotional needs of all students, particularly unduplicated groups facing credit deficiency or enrollment gaps.

The LMS dashboard is used to monitor student progress in online CTE courses. Students with IEPs receive individualized instruction and services. Workforce partners provide access to job training, placement, and readiness workshops.

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 CCPA students—including unduplicated students and those with exceptional needs—have access to a comprehensive curriculum aligned with graduation requirements, including core subjects, electives, CTE, and A–G coursework.

Students participate in asynchronous, standards-based A–G instruction through Imagine Learning, which supports self-paced learning and offers automated feedback. CCPA students may also enroll concurrently in local community colleges. However, current dual enrollment opportunities are limited to specific regions of Orange County. A key goal moving forward is to expand partnerships to ensure that students across all sites have equal access to dual enrollment options.

The school also collaborates with the California National Guard and Long Beach City College to support the California Job ChalleNGe program, offering students both high school diplomas and college certificates in technical fields.

Curriculum adoption focuses on relevant core subjects, CTE, and electives that support both academic and social-emotional growth, particularly for unduplicated students.

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)

CCPA has identified several barriers that limit student access to the full range of available coursework. Many students, particularly adult learners, face full-time employment, caregiving responsibilities, and other personal obligations that reduce their availability for consistent participation in instruction. These life circumstances directly impact their ability to fully engage in core, elective, A–G, and CTE coursework.

Another barrier is the limited availability of dual enrollment opportunities across Orange County. Currently, access to these partnerships is concentrated in specific regions, preventing equitable availability for students across all CCPA sites.

In addition, students facing transportation challenges, housing instability, or food insecurity may experience further disruption in their ability to engage consistently. These barriers are especially significant for unduplicated students, including English learners, foster youth, and low-income students, who may need additional academic and wraparound support to fully access the school's course offerings.

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)

CCPA has implemented several revisions to increase access to a broad course of study for all students. In response to input from workforce partners, students, and staff, CCPA revised its charter petition and LCAP actions to include a reduced-credit diploma pathway, effective in the 2025–26 school year. This 155-credit track is designed for students aged 19 and older and reflects the realities of adult learners balancing full-time employment or parenting. By reducing elective credit requirements, the pathway enables students to focus on completing core graduation requirements at CCPA while also participating in a broader range of coursework through dual enrollment with community college partners. This structure increases student access to college-level academic courses and certification-based workforce opportunities.

To support equitable access, CCPA provides each student with a Chromebook and, if needed, a hotspot to access asynchronous instruction in A–G, CTE, and core subjects. Flexible scheduling and virtual support ensure that students with significant life responsibilities can continue making academic progress. These efforts benefit all students, especially unduplicated student groups and those with exceptional needs.

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.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school					

Coordinating Instruction	1	2	3	4	5
programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
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. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
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. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
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.					
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.					

Coordinating Services	1	2	3	4	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.					

June 18, 2025

[X] Mailed [] Distributed at meeting



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

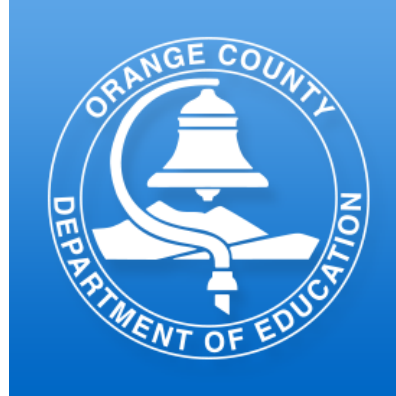
DATE: June 18, 2025
TO: Renee Hendrick, Deputy Superintendent
FROM: Dr. Sandra Lee, Associate Superintendent, Educational Services
SUBJECT: OCDE Annual Summary Report

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:

Information Item Only



Orange County Department of Education

2025-2026
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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Orange County schools and districts serve approximately 429,869 students. Of that total, 49.0 percent are Hispanic or Latino, representing 210,343 students. White students, the second largest group, comprise 22.0 percent, totaling 94,520 individuals, while Asian students make up 18.7 percent, with 80,519 students. Filipino students represent 2.0 percent or 8,767 students. Black or African American students represent 1.3 percent or 5,612 students. Other populations include Native Hawaiian or Pacific Islander at 0.3 percent (1,307 students) and American Indian or Alaska Native at 0.2 percent (862 students). Additionally, 5.3 percent (22,698 students) identified with two or more races, and 1.2 percent (5,241 students) did not report their race or ethnicity. According to state data, 217,437 students in pre-K through grade 12 are socioeconomically disadvantaged, 86,469 are English learners, 61,151 are enrolled in special education, 30,309 are experiencing homelessness, and 1,693 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

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Orange County Charter Schools eligible for Differentiated Assistance based on the 2024 CA Dashboard release receive technical assistance services from the regional Geo-Lead, Riverside County Office of Education, 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	Metric/Evidence	Action
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	1. 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: Meeting the unique needs of unduplicated student groups ● Goal Analysis Section/Tables ● Equity Multiplier and LREBG funding requirements ● Budget Overview for Parents ● LCAP approval process ● Local board adoption and posting requirements ● Local Indicators

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	2. Provide feedback to districts prior to LCAP submission.	<ol style="list-style-type: none"> 1. District participation list, maintain 100% participation in OCDE LCAP review process 2. LCAP review checklists, increase percentage of OC districts meeting approval requirements with minimal revisions needed during draft reviews 	<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 specific written feedback via the LCAP review checklists and Zoom conferences.
	3. Complete review and approval of all LCAPs.	<ol style="list-style-type: none"> 1. Completion of LCAP reviews following board adoption 8/15 2. Completion of Approval Letters on or before 9/15, maintain 100% approval of all LCAP district plans 3. Maintain 100% of all board-approved district and charter school LCAPs posted on the OCDE LCAP website 	<ol style="list-style-type: none"> 1. 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. 2. Officially approve local board-approved LCAPs and provide approval letters to local districts. 3. Post links to all board-approved district and charter school LCAPs on the OCDE LCAP website.

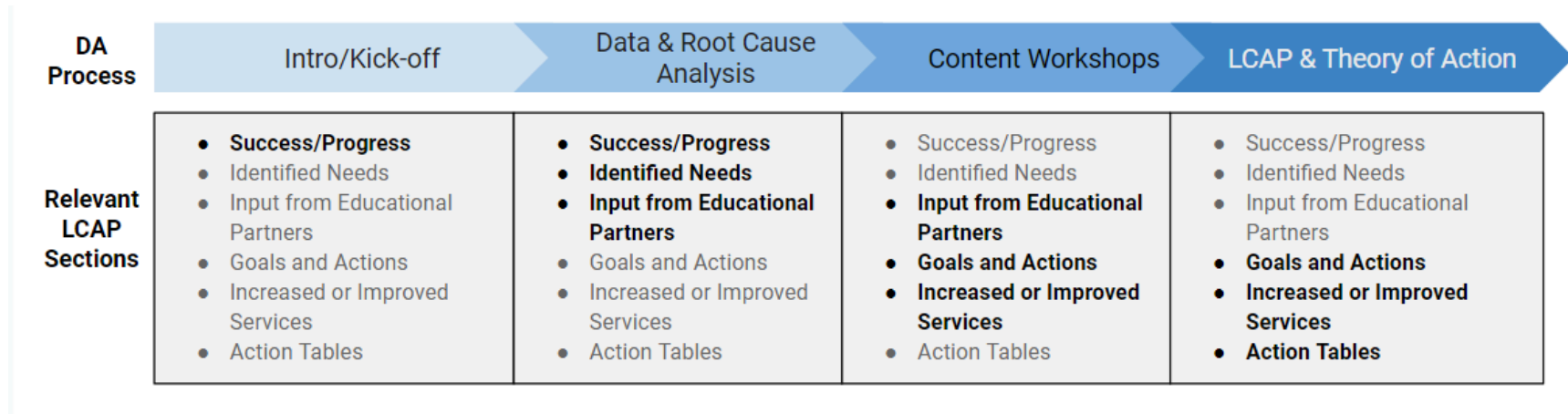
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Goal Two: OCDE provides technical assistance to districts that are identified by the California School Dashboard as eligible to receive Differentiated Assistance and/or other districts by request pursuant to subdivisions (a) and (b) of [Ed Code 52071](#).

Technical Assistance:

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

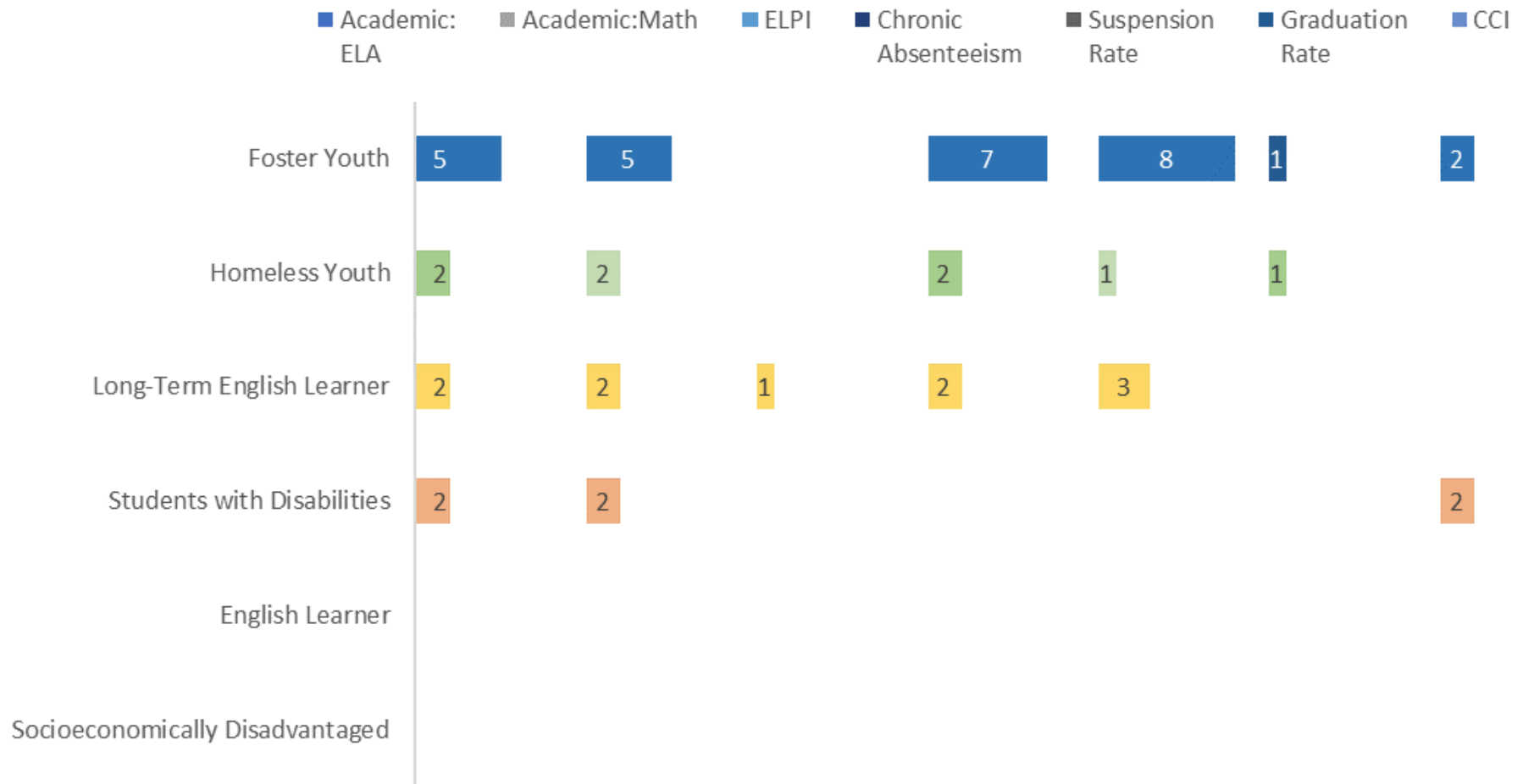
OCDE utilizes the cycle of continuous improvement to support districts in implementing a Differentiated Assistance (DA) process focused on improvement science strategies: Comprehensive data and root cause analysis, systems analysis, and continuous monitoring and evaluation of the effectiveness of programs,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



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Orange County Districts' Differentiated Assistance Eligibility By Student Group

DA Eligibility 2024



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Note: Data does **not** include California Connections Academy of Southern California

Goal 2 Component	Objective	Metric/Evidence	Action
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 be no districts that will need technical assistance due to an unapproved LCAP	1. Though this has never occurred in our county because of our successful LCAP coaching and support process, if we were to have a district in need of technical assistance due to an unapproved LCAP, we would continue to provide intensive 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	1. 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).
	3. Provide Differentiated Assistance initial meeting with district teams.	1. All Orange County districts eligible for Differentiated Assistance will attend an initial meeting 2. Increase the number of district DA leadership team participants	1. The OCDE 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.
	4. Support districts with initial data analysis and identification of strengths and weaknesses.	1. Increase data/root cause analysis session attendance 2. Root cause analysis results/identified priorities	1. Provide targeted professional learning on metrics, data analysis, and data visualization. 2. Provide data analysis/root cause analysis sessions to identify areas of need related to district-level and school-level indicators and student group areas of focus.

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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 records from professional learning sessions: Content area consultation workshops, participation in professional learning series, coaching, and professional networks 2. Increase district participation in professional learning opportunities 3. Train all DA-funded content area managers and interested team members from each DA-eligible district on Improvement Science strategies 	<ol style="list-style-type: none"> 1. OCDE content area/program leads provide ongoing professional learning, consultation, and technical assistance to OC districts based on their identified focus areas. 2. Provide large-scale professional learning workshops/series opportunities within each of the indicator areas. 3. 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 action 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 records from data analysis sessions 2. Additional actions identified as added or refined within the LCAP 	<ol style="list-style-type: none"> 1. OCDE DA team meets with individual or small groups of eligible district teams to support the development of theories of action based on data analysis and provide guidance and resources to refine LCAP goals/actions/metrics.

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	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 	1. Provide monitoring and evaluation tools and resources, meet throughout the year 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. 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. 	<ol style="list-style-type: none"> 1. OCDE will support school leadership to develop SPSAs aligned to the LCAP goals and meeting the requirements of CSI/ATSI, including: <ul style="list-style-type: none"> • Conducting comprehensive needs assessment • Identifying evidence-based interventions • Identifying and addressing inequities • Monitoring and evaluating programs • Map initiatives being implemented across sites

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

Other Support: Provide any other support to school districts and schools within the county in implementing the provisions of [EC Sections 52059.5-52077](#).

Goal 3 Component	Objective	Metric/Evidence	Action
Additional Support <i>Providing any other support to school districts and schools within the county in implementing the provisions of Education Code 52059.5-52077.</i>	1. Align and provide professional development offerings and technical assistance to districts' and schools' needs around academic, behavioral, and social-emotional student outcomes aligned to the CA MTSS Framework and Continuum of Support.	1. Attendance records from professional development offerings, including workshop series, coaching opportunities, communities of practice, etc. 2. Survey data	1. 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. 2. 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 records from OCDE network meetings	1. Enhance collaboration and knowledge sharing among district leaders by organizing monthly or quarterly network meetings focused on state and local updates on 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 and engage in collaborative learning, problem-solving, planning, and decision-making.

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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
The Associate Superintendent and the Director of Educational Services attend Curriculum and Instruction (CISC) meetings.	X	X	X	X	X
The Associate Superintendent and the Director of Systemic Leadership for School Transformation represent CA MTSS on the Statewide System of Support.	X	X	X	X	X
The Associate Superintendent, the Director of Continuous Improvement and Leadership Development, and a Director of Educational Services attend the monthly Geographic Lead Regional Leadership meetings.				X	X
The Administrator of Assessment and Accountability and the Continuous Improvement team attend the State and Federal Program meetings.		X			
The Administrator of Assessment and Accountability attends the Regional Assessment Network.		X	X		
The Director and the Administrators of Continuous Improvement attend the DA, Data Culture, and CSI Subcommittees of the Regional Geo Leads.				X	
The Directors and Administrators of Student Initiatives, Partnerships, and Events attend the Equity subcommittee of the Regional Geo Leads.				X	

Orange County Department of Education
ANNUAL SUMMARY REPORT

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

Orange County Department of Education
ANNUAL SUMMARY REPORT

Budget - COE

Differentiated Assistance & LCAP Support Plan	25/26 Estimated Cost
LCAP: Staff salaries and benefits	\$1,137,044.00
Differentiated Assistance: Staff salaries and benefits	\$2,957,887.53
Total Estimated Cost	\$4,094,931.53

June 18, 2025

[X] Mailed [] Distributed at meeting



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: June 18, 2025

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 # 18-25 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

**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.

Passed, Approved, and Adopted this 18th day of June 2025.

AYES:

NOES:

ABSENT:

ABSTAINED:

State of California)
) ss.
County of Orange)

IN WITNESS THEREOF, I have hereunto set my hand and seal to this Resolution this 18th day of June, 2025.

Jorge Valdes, Esq., Trustee Area 1
Orange County Board of Education

2024-25 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail
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	271,004.00
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			271,004.00
EXPENDITURES AND OTHER FINANCING USES			
(Functions 1000-9999)	Function Codes	Object Codes	
Instruction	1000-1999		0.00
Teacher Salary	1000	1110	195,908.00
STRS	1000	3101	37,418.00
PERS	1000	3201	0.00
Medicare	1000	3313	2,841.00
Medical	1000	3451	27,810.00
Dental	1000	3453	2,072.00
Vision	1000	3455	295.00
State Unemployment	1000	3501	98.00
Workers Compensation	1000	3601	3,918.00
Life Insurance	1000	3951	72.00
Service Contract Audit	1000	5857	572.00
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			271,004.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)			0.00

2025-26 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail
Orange County Department of Education

Expenditures through: June 30, 2026

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	248,008.00
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			248,008.00
EXPENDITURES AND OTHER FINANCING USES			
(Functions 1000-9999)	Function Codes	Object Codes	
Instruction	1000-1999		0.00
Teacher Salary	1000	1110	177,664.00
STRS	1000	3101	33,934.00
PERS	1000	3201	0.00
Medicare	1000	3313	2,576.00
Medical	1000	3451	26,855.00
Dental	1000	3453	1,965.00
Vision	1000	3455	266.00
State Unemployment	1000	3501	89.00
Workers Compensation	1000	3601	3,553.00
Life Insurance	1000	3951	66.00
Service Contract Audit	1000	5857	1,040.00
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			248,008.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)			0.00

Orange County Department of Education

Expenditures through: June 30, 2026

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	25,000.00
Federal Revenue	0000	8100-8299	0.00
Other State Revenue	0000	8300-8599	0.00
Other Local Revenue	0000	8600-8799	0.00
All Other Financing Sources and Contributions	0000	8900-8999	0.00
Deferred Revenue	0000	9650	0.00
TOTAL AVAILABLE			25,000.00
EXPENDITURES AND OTHER FINANCING USES			
(Functions 1000-9999)	Function Codes	Object Codes	
Instruction	1000-1999		0.00
Teacher Salary	1000	1110	17,120.00
STRS	1000	3101	3,270.00
PERS	1000	3201	0.00
Medicare	1000	3313	248.00
Medical	1000	3451	3,844.00
Dental	1000	3453	135.00
Vision	1000	3455	28.00
State Unemployment	1000	3501	9.00
Workers Compensation	1000	3601	342.00
Life Insurance	1000	3951	4.00
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			25,000.00
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	23,030.00
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			23,030.00
EXPENDITURES AND OTHER FINANCING USES			
(Functions 1000-9999)	Function Codes	Object Codes	
Instruction	1000-1999		0.00
Teacher Salary	1000	1110	15,817.00
STRS	1000	3101	3,021.00
PERS	1000	3201	0.00
Medicare	1000	3313	229.00
Medical	1000	3451	3,480.00
Dental	1000	3453	129.00
Vision	1000	3455	27.00
State Unemployment	1000	3501	8.00
Workers Compensation	1000	3601	316.00
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			23,030.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)			0.00

June 18, 2025

ORANGE COUNTY BOARD OF

BOARD AGENDA ITEM

☒ Mailed

☐ Distributed at meeting

DATE: June 18, 2025

TO: Renee Hendrick, Deputy Superintendent

FROM: Analee Kredel, Associate Superintendent, ACCESS & Connections Division

SUBJECT: Reading Screener for Kindergarten to 2nd grade

BACKGROUND:

In accordance with California Education Code Section 53008(d), all California local education agencies (LEAs) are required to assess students from kindergarten to grade two for risk of reading difficulties with a screener from a CA Department of Education (CDE)-approved list beginning no later than the 2025-26 school. LEAs are required to adopt a screener from the state's approved list beginning administering it to students in kindergarten through second grade in the 2025-26 school year.

Purpose:

The screenings are designed to identify students who may be at risk for reading difficulties early on, allowing for timely intervention and support.

Screening Instruments:

The State Board of Education (SBE) has approved a list of evidence-based screening instruments for use in California schools.

OCDE reviewed the approved screeners and are recommending the following screening tool Amira Learning.

Amira Learning was chosen as it provides a comprehensive assessment available in both English and Spanish language.

RECOMMENDATION:

Approval of the Amira Learning screening tool.

June 18, 2025

RH

ORANGE COUNTY BOARD OF

[X] Mailed [] Distributed at meeting

BOARD AGENDA ITEM

DATE: June 18, 2025

TO: Renee Hendrick, Deputy Superintendent

FROM: Jonathan Swanson, Executive Director, Educational Services

SUBJECT: Ethnic Studies Course Outline Approval

Assembly Bill 101 (AB 101), signed into law in California in October 2021, mandates the integration of Ethnic Studies into the high school curriculum. Local Education Agencies (LEAs) must begin offering at least one Ethnic Studies course in high schools starting in the 2025-2026 school year. LEAs can develop their own curriculum that aligns with the principles of AB 101 and is approved by the governing board of the LEA.

RECOMMENDATION:

Approve the ACCESS Ethnic Studies Course Outline.



ACCESS

Alternative, Community and Correctional
Education Schools and Services

ACCESS Ethnic Studies Curriculum Mission Statement:

Our mission is to develop an Ethnic Studies curriculum that celebrates cultural connections, cultivates empathy, and maintains a balanced and unifying perspective. Through critical thinking and respectful dialogue, students are empowered to explore challenges, legacies, and contributions to society.

Course Title	Introduction to Ethnic Studies
Course Description	<p>Course Overview —This introductory course offers students the opportunity to explore the rich histories, cultures, and identities that contribute to the diversity of California, with a focus on Orange County. Students will reflect on how their own experiences connect to broader stories in their communities and society. Through local engagement, class discussions, and thoughtful exploration, students will gain a deeper understanding of the people, traditions, and events that shape the world around them. The course encourages curiosity, empathy, and an appreciation for the many perspectives that make up our shared experiences.</p> <p>The course is divided into five units, each designed to help students reflect, connect, and explore ways to contribute positively to their communities:</p> <ul style="list-style-type: none">• Unit 1: Who Are We? Why do Our Stories Matter? Students will explore the foundations of Ethnic Studies by examining how personal stories and experiences contribute to understanding themselves and their communities.• Unit 2: My Identity, My Voice Students will acknowledge how local history, stereotypes, and overlapping social influences shape their experiences and how they can share their own narratives.• Unit 3: Contributions, Challenges, Legacy Students will begin to explore migration and social movements, highlighting California and Southern California as centers of resilience and cultural exchange.



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	<ul style="list-style-type: none"> ● Unit 4: Advocacy, Action, and Change Students will learn how individuals and communities have advocated for change, asserted their agency, and driven meaningful progress. ● Unit 5: From Learning to Leading: Making a Difference Students will apply what they have learned by developing informed, thoughtful plans to make a difference in their schools or communities. <p>By combining storytelling, historical analysis, creative expression, and civic engagement, this course empowers students to see themselves as part of a larger, connected, collective community. Students will develop critical thinking skills, build empathy, and discover their capacity to become agents of positive change—starting with their own stories and experiences.</p>
Grade Level	9th, 10th, 11th, 12th
Course Duration	One Semester
Course Learning Environment	Classroom Based
Honors	none
Subject	History-Social Science (G)
Final Unit of Study and Unit Assessments	<ul style="list-style-type: none"> ● Portfolios (digital or traditional) ● Video interviews ● Letter to... (in place of an essay; incorporate AI? Include a speaking element) ● Family oral history project/family tree research project (consideration of foster/adopted youth) ● Annotated timeline that ties together the themes/movements/groups ● Build a website using Google Sites - page per theme/group/etc. (do this in Unit 1 and add to it throughout the course) ● Choice Board - choose one from each column/checklist



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Field Trips <i>(ideas including but not limited to)</i>	<u>Arts District Mural Tour Arts District (Santa Ana)</u> <u>Bill Pickett Rodeo (LA - seasonal)</u> <u>Blas Aguilar Adobe Museum & Acjachemen Center (San Juan Capistrano)</u> <u>Black History Square and Helen Shipp (Santa Ana)</u> <u>Bowers Museum (Santa Ana)</u> <u>California African American Museum (LA)</u> <u>California Heritage Museum (LA)</u> <u>Cambodia Town (Long Beach)</u> <u>Cheech Marin Center for Chicano Art & Culture (Riverside)</u> <u>Chepa's Park (Santa Ana)</u> <u>Chinatown (LA)</u> <u>Cypress College Holocaust Survivors Photo Gallery</u> <u>Diego Sepulveda Adobe (Costa Mesa)</u> <u>Grammy Museum (LA)</u> <u>Historic Filipinotown (LA)</u> <u>Holocaust Education Center (Newport Beach)</u> <u>Holocaust Museum (LA)</u> <u>Japanese American National Museum (LA)</u> <u>Koreatown (Garden Grove/Buena Park)</u> <u>Leimert Park Village - African Diaspora Cultural Mecca (LA)</u> <u>Little Arabia (Anaheim)</u> <u>Little Armenia (LA)</u> <u>Little Ethiopia (LA)</u> <u>Little India (Artesia)</u> <u>Little Italy (San Pedro)</u> <u>Little Saigon (Westminster/Garden Grove)</u> <u>Manzanar National Historic Site</u> <u>Mariachi Plaza (Boyle Heights)</u> <u>Mendez Historic Freedom Trail and Monument (Westminster)</u> <u>Mission San Juan Capistrano (San Juan Capistrano)</u> <u>Museum of Latin American Art (Long Beach)</u> <u>Museum of Tolerance (LA)</u> <u>Old World Village (Huntington Beach)</u> <u>Olvera Street (LA)</u> <u>Pacific Island Ethnic Art Museum (Long Beach)</u> <u>Skirball Cultural Center</u> <u>Thai Town (LA)</u> <u>Village of Putuiderm (San Juan Capistrano)</u> <u>Watts Towers Arts Center (LA)</u>
Extension Opportunities	<ul style="list-style-type: none"> • <u>Chapman University Sala & Aron Samueli Holocaust Art & Writing Contest</u>



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*(ideas including
but not limited to)*

- OC Asian & Pacific Islander Community Alliance (OCAPICA) Youth Development Programs - ROOTED and LUNA
- Student-to-Student Program - Jewish Federation of Orange County
- UCI Asian American Youth Leaders Program

DRAFT



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Unit 1: Who Are We? And Why Do Our Stories Matter?

Unit Description:

This introductory unit for high school students presents the foundations of Ethnic Studies by highlighting its purpose and relevance in understanding cultural diversity and civic engagement, especially within California. Students will explore the origins of the discipline, including the student-led movements at San Francisco State University and UC Berkeley, and begin making connections between their own experiences and the broader social and historical contexts that have shaped their communities.

Essential Questions:

What is ethnic studies?

How does it relate to our understanding of society and ourselves?

Why is ethnic studies important to me?

By the end of this unit, students will be able to:

- Define ethnic studies and explain its historical development, including key events and student-led efforts in California.
- Examine how personal identity and life experiences relate to broader historical and cultural contexts through reflective and analytical activities.
- Analyze primary and secondary sources to understand how diverse narratives have contributed to American history and civic life.
- Demonstrate communication, critical thinking, and creative expression through writing, discussion, and multimedia presentations that explore themes of identity, culture, and community.

Key Concepts/Vocabulary: This unit introduces essential historical and academic terms used to analyze identity, society, and cultural movements in a scholarly context.

Each unit will explicitly define key concepts and vocabulary

Ethnic Studies

Civil Rights

Student-Led Movements

Identity

Belonging

Counter-Narratives

Oral History

Social Justice Movements

Community Empowerment



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Grounding Lesson: Seeing Ourselves and Others: Windows, Mirrors, and Sliding Glass Doors

Inquiry Question	Details
<p>Inquiry Question 1:</p> <p><i>How did the civil rights and social justice movements shape the origins of ethnic studies in California?</i></p> <p>ELA/ELD Standards: RI.9-10.1, RI.9-10.2, RH.9-10.6 HSS Standards: HSS 11.1.1, HSS 11.3.1 Model Curriculum Principles: 4,6 Model Curriculum Outcomes: 1,5</p>	<p>Historical Piece / Grounding: Understanding the origins of ethnic studies and its roots in civil rights and social justice movements.</p> <p>Formative Task: For the formative assessment, students will create a timeline that highlights key events and movements in the origins of ethnic studies, emphasizing its roots in civil rights and social justice. Using <i>ESMC Lesson 4: Introducing Narratives</i> and <i>ESMC Lesson 1: Migration Stories & Oral History</i>, students will identify 4-6 significant events or movements that contributed to the development of ethnic studies. For each event, they will provide a brief description, explain the role of narratives or oral histories, and connect it to the broader purpose of ethnic studies. Students will conclude with a reflection answering the question: “How do these historical roots help us understand the purpose and importance of ethnic studies today?” Timelines can be created physically or digitally using tools like Google Slides, Padlet, or Canva. This task allows teachers to assess students' understanding of historical grounding while connecting these events to themes of civil rights, social justice, and the power of storytelling.</p> <p>Supporting Sources:</p> <ol style="list-style-type: none">1. ESMC Lesson 4: Introducing Narratives2. ESMC Lesson 1: Migration Stories & Oral History3. ESMC Lesson 13: The East LA Blowouts: An Anchor to the Chicano Movement
<p>Inquiry Question 2:</p> <p><i>In what ways does ethnic studies help us understand the connections between our personal experiences and broader social systems?</i></p>	<p>Connections to Today / Relevance: Examining historical movements and their relevance to contemporary discussions on identity, culture, and opportunity.</p> <p>Formative Task: In this discussion, students will explore how individuals can contribute to promoting understanding and fairness while examining the ongoing relevance</p>



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<p>ELA/ELD Standards: RI.11-12.2, W.9-10.7, SL.9-10.1 HSS Standards: HSS 11.8.5, HSS 12.3.3 Model Curriculum Principles: 2,6 Model Curriculum Outcomes: 4,6</p>	<p>of ethnic studies themes today. They will analyze current news stories or events related to inclusion, representation, and fairness, and discuss how these issues connect to historical movements studied in ethnic studies. This conversation will encourage students to make connections between the past and present, fostering critical thinking about their roles in building a more inclusive society.</p> <p>Supporting Sources: ESMC Lesson 5: Introducing Dominant Narratives Pew Research Center: article Multiracial in America</p>
<p>Inquiry Question 3:</p> <p><i>How can our backgrounds and experiences help us connect and learn from one another?</i></p> <p>ELA/ELD Standards: W.11-12.9, SL.9-10.4, L.9-10.5 HSS Standards: HSS 11.10.7, HSS 12.8.2 Model Curriculum Principles: 1,2 Model Curriculum Outcomes: 3,8</p>	<p>Engaging in Literacies / Pedagogies: Using storytelling, visual representation, and creative writing to deepen understanding and connection to ethnic studies.</p> <p>Formative Task: For this activity, students will write reflective “<i>I Am From</i>” poems that explore their identities, communities, and roots. Once completed, students will share their poems with the class to foster a sense of belonging and promote collective understanding. This activity encourages self-reflection while building connections among students through shared experiences and stories.</p> <p>Supporting Sources: Where I’m From poem template as a literacy tool lesson plan link</p>
<p>Inquiry Question 4:</p> <p><i>How can understanding my identity and history empower me to engage with my community and society?</i></p> <p>ELA/ELD Standards: W.9-10.2, W.9-10.7, SL.11-12.1 HSS Standards: HSS 12.3.3, HSS 12.8.2</p>	<p>Engaging in Action & Reflection: Encouraging students to see themselves as agents of change in their communities</p> <p>Formative Task: Students will create vision boards that reflect their hopes for engaging with ethnic studies and their vision for promoting equity and understanding. The boards should incorporate visuals, keywords, and actionable ideas that represent their goals. Once completed, students will present their vision boards to the class as a way to build shared goals and foster a sense of community.</p>



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Alternative, Community and Correctional
Education Schools and Services

Model Curriculum Principles: 5,6
Model Curriculum Outcomes: 6,7

Following the presentations, students will write a reflective response explaining how ethnic studies can deepen their understanding of themselves and their role in society.

Supporting Sources:

1. [The danger of a single story | Chimamanda Adichie 2020](#)
2. ["A Million Miles Away: Overcoming Obstacles with José M. Hernández](#)
3. [Fernando Mania: How Fernando Valenzuela Became a Cultural Icon and Inspired a New Generation of Dodgers Fans](#)
4. [Orange County Superintendent of Schools Dr. Stefan Bean's Remarkable Journey](#)
5. [Major African American Office Holders Since 1641](#)



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Proposed Summative Assessment:

Summative Assessment:

"Personal Story and Historical Connection Portfolio" Students compile a portfolio that includes:
A timeline of key ethnic studies events.
An "I Am From" poem.
A reflective essay connecting their story to one historical narrative studied (e.g., linking personal family migration stories to broader migration patterns).

Assessment Criteria:

Historical accuracy and detail (30%)
Depth of self-reflection and connections made (40%)
Creativity and presentation (20%)
Writing mechanics (10%)

Rubric Note: Define what "depth of self-reflection" looks like, e.g., connections to broader social themes, addressing personal growth.



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Unit 2: My Identity, My Voice

Unit Description: In this unit, students will examine how identity is shaped by personal experiences, culture, and societal forces, using examples from California and Southern California communities. Students will explore stories of resilience and pride from diverse groups, such as Native American, Mexican American communities, and Asian American pioneers, to challenge stereotypes and celebrate overlapping identities. Through storytelling, creative expression, and group discussions, students will reflect on how reclaiming their voices strengthens their connections to themselves and their local communities.

Essential Questions:

How do various factors shape our identities, influence our choices, and determine the paths available to us?

By the end of this unit, students will be able to:

- Describe how personal, cultural, and societal factors shape individual identity and influence how people see themselves and others.
- Analyze historical and contemporary narratives to understand how different communities have expressed identity and responded to challenges over time.
- Identify and critically evaluate stereotypes and biases in texts, media, and society, and reflect on their impact on individual and group experiences.
- Express their own identities and experiences through storytelling, art, or multimedia projects, making connections to broader community and cultural contexts.
- Develop respectful communication and collaboration skills by listening to diverse perspectives and participating in reflective discussions about culture, representation, and community.

Key Concepts/Vocabulary: This unit introduces essential terms and ideas used to analyze the shaping of identity through personal experiences, culture, and societal influences, drawing on diverse community histories and stories of resilience.

Each unit will explicitly define key concepts and vocabulary

Identity Formation

Representation

Stereotypes & Bias

Cultural Narratives

Resilience & Empowerment

Community & Solidarity



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Grounding Lesson: Seeing Ourselves and Others: Windows, Mirrors, and Sliding Glass Doors

Inquiry Question	Details
<p>Inquiry Question 1:</p> <p><i>How do historical and cultural narratives shape how we see ourselves and others?</i></p> <p>ELA/ELD Standards: RI.9-10.1, RI.11-12.1, RI.9-10.2, RI.11-12.2, RH.9-10.6, RH.11-12.6 HSS Standards: HSS 11.3.1, HSS 11.10.7, HSS 11.8.5 Model Curriculum Principles: 3,4,2 Model Curriculum Outcomes: 1,4,5</p>	<p>Historical Piece / Grounding: Understanding how identities are shaped by historical and contemporary contexts, with an emphasis on interconnected histories and experiences.</p> <p>Formative Task: Students will explore diverse cultural experiences and histories that have influenced identity over time. They will read a resource to understand how early encounters and relationships between expanding governments and cultural groups (California History Social Science Framework, Ch. 14) shaped California's development. After reading, students will summarize key ideas and reflect on this question: <i>How does understanding historical experiences help us make sense of today's efforts toward fairness?</i> Following the reading, students will participate in a group discussion, comparing how different groups were affected by these historical interactions and how those experiences continue to shape identity today. This task helps students connect the past to the present and better understand how history informs their sense of self and community.</p> <p>Supporting Sources:</p> <ol style="list-style-type: none">1. Contracting Before teaching emotionally challenging content2. Finding Your Voice3. ESMC Lesson 19: Indian Americans: Creating Community and Establishing an Identity in California4. ESMC Lesson 8: An Introduction to African American Innovators5. ESMC Lesson 31: Jewish Americans: Identity, Intersectionality, and Complicating Ideas of Race6. ESMC Lesson 23: Historical and Contemporary Experiences of Pacific Islanders in the United States7. The History of Black Cowboys8. Identity and Labels



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Inquiry Question 2:

How can understanding the struggles of marginalized communities help us advocate for equity today?

ELA/ELD Standards: RI.11-12.6, RH.11-12.6, W.9-10.7, W.11-12.7, SL.9-10.1, SL.11-12.1
HSS Standards: HSS 12.3.3, HSS 12.8.2
Model Curriculum Principles: 4,6,5
Model Curriculum Outcomes: 1,2,6,7

Connections to Today / Relevance: Connecting historical and cultural identities to contemporary issues, such as stereotypes, representation, and systemic influence

Formative Task:

Students will explore how stereotypes and social influences continue to shape individual and group identities in the present day. They will engage with a text or video that examines the effects of stereotypes on a cultural group, reflecting on how these perceptions have developed or persisted over time. Students will then write a short reflection analyzing how stereotypes can affect the way people see themselves and others. As an extension, students may choose to research or interview someone from a cultural group—such as a Native American community member—to learn how historical events and outside influences have impacted cultural identity and expression across generations.

Supporting Sources:

1. [ESMC Lesson 32: An Introduction to Arab American Studies](#)
2. [ESMC Lesson 26: This is Indian Land: The Purpose, Politics, and Practice of Land Acknowledgment](#)
3. [ESMC Lesson 28: Native American Mascots](#)
4. [ESMC Lesson 14: Asian Americans and Pacific Islanders and the Model Minority Myth](#)
5. [My Part of the Story: Exploring Identity in the United States](#)
6. [The Chicano Culture and the Legacy of Lowriders](#)
7. [Inequality Trends Through History](#)

Inquiry Question 3:

How do creative expressions like stories and art challenge stereotypes and build understanding?

ELA/ELD Standards: W.9-10.2, W.11-12.2, SL.9-10.4, SL.11-12.4, L.9-10.5, L.11-12.5

Engaging in Literacies / Pedagogies:

Using creative and reflective tools to explore identity and foster understanding of diversity, community, different points of view and sense of belonging.

Formative Task:

Students will explore their identities through a creative, student-centered task that supports multimodal literacy and culturally responsive practices. They may choose to create an Identity Collage, Quick Sketch-to-Reflect,



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HSS Standards: HSS 12.6.4, HSS 11.8.5
Model Curriculum Principles: 1,2,5
Model Curriculum Outcomes: 3,7,8

Cultural Box, Visual Poem, or participate in a Class Hashtag Project—each option combining visual, written, and oral expression. These activities foster self-awareness, personal voice, and community connection, while encouraging students to engage with text and symbol as meaning-makers. Through this work, students develop both expressive language skills and critical reflection, supporting literacy development in meaningful and authentic ways.

Supporting Sources:

1. [Culture Box](#)
2. [Identity & Storytelling text set](#)
3. [Exploring Identity in Literature](#)
4. [Japanese American Internment Perspectives](#)
5. [Lives in Our Lineage: A Lesson on Oral Histories](#)
6. [Exploring the Legacy of Colonization in Power and Hierarchies through Media](#)
7. [Laughter and Identity: Gabriel Iglesias aka Fluffy](#)
8. [The Impact of *Coco* on Latin Culture and Film](#)
9. [Latino Contributions to Hip Hop Culture](#)
10. [LA Originals: The Journey of Mister Cartoon and Estevan Oriol](#)
11. [Exploring Social Structures and Cultural Diversity through Creative Media](#)

Inquiry Question 4:

What practical steps can we take to address stereotypes and foster inclusion in our own communities?

ELA/ELD Standards: W.9-10.9, W.11-12.9, SL.9-10.1, SL.11-12.1, SL.9-10.4, SL.11-12.4
HSS Standards: HSS 12.2.1, HSS 12.3.3, HSS 12.8.2
Model Curriculum Principles: 1,5,6
Model Curriculum Outcome: 4,6,7

Engaging in Action & Reflection: Encouraging students to reflect on their identities and take meaningful steps toward promoting understanding and inclusion.

Formative Task:

For the summative assessment, students will create a Digital Storytelling Project, producing a 3-5-minute video that explores their own identity or that of a community they belong to. To guide this project, students will first listen to a podcast or watch a short film, such as *A Story of Migration: Personal Identity and Cultural Belonging*, to gain inspiration. They will then write a script that connects their identity to their community and use video clips, images, voiceovers, and music to bring their story to life. Students will also reflect on their learning by answering questions such as:



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How does exploring my identity help me understand others? What role can I play in promoting understanding and belonging in my community?

Afterward, students will share their reflections in small groups, discussing how they can apply their insights in their everyday lives. This activity allows students to synthesize their understanding of identity through multimedia storytelling and written reflection.

Supporting Sources:

1. **Texts:** *Who Are We?* (*Facing History and Ourselves*, pg. 350)
2. **Films:** Documentaries on diverse cultural experiences (e.g., Asian American experiences, Latinx history).
3. **Online Tools:** Canva, Adobe Creative Suite, Padlet, or Google Slides for projects and reflections.
4. **Supplementary Sources:** Articles and stories that challenge stereotypes and center suppressed voices.
5. [Building Bridges and Challenging Biases](#)

Proposed Summative Assessment:

Summative Task:

For the summative assessment, students will create an Identity & Representation Portfolio that examines how identity is expressed, shaped, or misrepresented across different forms of media, literature, or cultural texts. Students will choose two to three sources—such as a short story, visual artwork, advertisement, or film clip—and analyze how identity is portrayed within them. They will write short commentaries on each source, drawing connections to themes discussed in class (e.g., stereotypes, belonging, heritage, or intersectionality). The portfolio will conclude with a personal reflection that answers: *How do the ways identity is represented in society influence how we see ourselves and others?* This task emphasizes critical media literacy, cultural analysis, and synthesis of course concepts, while allowing students to apply their insights in a reflective and purposeful way.



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Unit 3: Contributions, Challenges, and Legacy

Unit Description: This unit explores migration and social movements, highlighting California and Southern California as centers of resilience, cultural exchange, and community action. Students will study key events such as the Chicano Movement in Los Angeles, the Japanese American incarceration experience, and the rise of labor movements in the Central Valley and Little Manila. By connecting these historical stories to present-day challenges for fairness and inclusion, students will analyze how California communities have shaped and contributed to broader national movements for equality and social cohesion.

Essential Questions:

How does the movement of people across borders influence the shaping of identities, communities, and national values?

By the end of this unit, students will be able to:

- Describe key migration stories and social movements in California's history, and explain how these experiences have shaped communities and influenced national conversations about identity and civic life.
- Compare the experiences of different cultural and ethnic groups, identifying shared challenges, contributions, and responses to historical and social conditions.
- Analyze how stories, policies, and media shape public understanding of migration and community identity, using primary and secondary sources to support their analysis.
- Use creative and academic tools to express insights about migration, culture, and community, including writing, oral storytelling, visual media, and public speaking.
- Propose thoughtful actions that promote respect, understanding, and inclusion in their schools and communities, informed by lessons learned from history and lived experiences.

Key Concepts/Vocabulary: This unit examines key ideas and concepts related to migration, social movements, and community resilience, focusing on how local events have influenced broader societal changes in fairness and inclusion.

Each unit will explicitly define key concepts and vocabulary

Migration & Displacement

Belonging & Identity

Interethnic Relations

Assimilation & Resistance

Stereotypes & Racism

Refugee & Immigration Policies

Labor Movements



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Social Movements
Cultural Exchange
Justice & Equity

Grounding Lesson: Seeing Ourselves and Others: Windows, Mirrors, and Sliding Glass Doors

Inquiry Question	Details
<p>Inquiry Question 1:</p> <p><i>How have migration stories shaped the cultural and political landscape of California and beyond?</i></p> <p>ELA/ELD Standards: RI.9-10.1, RI.11-12.1, RI.9-10.2, RI.11-12.2, RH.9-10.6, RH.11-12.6 HSS Standards: HSS 11.1.1, HSS 11.3.1, HSS 11.8.5 Model Curriculum Principles: 2,3,4 Model Curriculum Outcomes: 1,4,5</p>	<p>Historical Piece / Grounding: Historical patterns of migration have significantly shaped identities, communities, and democratic values, influencing how societies evolve over time.</p> <p>Formative Task: Students will create a presentation comparing the migration experiences of two cultural or ethnic groups, examining shared challenges, contributions, and their long-term impact on society. Possible groups to explore include—but are not limited to—Mexican, Chinese, Filipino, Japanese, Vietnamese, Korean, Hmong, Armenian, Salvadoran, African American (Great Migration), Native American (relocation and displacement), Irish, Jewish, or Middle Eastern communities. Students will analyze how historical experiences such as labor demands, exclusion laws, war, or forced relocation shaped these communities and contributed to broader social and economic development. Presentations should highlight both similarities and differences, and include thoughtful reflection on how these stories deepen our understanding of identity, belonging, and resilience.</p> <p>Supporting Sources:</p> <ol style="list-style-type: none">1. ESMC Lesson 1 Migration Stories & Oral History2. ESMC Lesson 11 Salvadoran American Migration and Collective Resistance3. ESMC Lesson 20 The Japanese American Incarceration Experience4. African Americans in California after the Great Migration



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	<ol style="list-style-type: none"> 5. Native American Tribe Removal in California 6. America's Great Migrations - California Migration History
<p>Inquiry Question 2:</p> <p><i>How do contemporary migration stories connect to historical struggles for belonging and justice?</i></p> <p>ELA/ELD Standards: RI.11-12.6, RH.11-12.6, W.9-10.7, W.11-12.7, SL.9-10.1, SL.11-12.1 HSS Standards: HSS 12.3.3, HSS 12.8.2 Model Curriculum Principles: 4,5 Model Curriculum Outcomes: 1,2,6</p>	<p>Connections to Today / Relevance: Contemporary migration experiences both reflect and diverge from historical patterns, shaping today's societal debates, policies, and identities.</p> <p>Formative Task: Students will choose an activity that connects migration's historical roots to present-day relevance. They may participate in a Policy Debate, evaluating immigration policies' impact on immigrant communities and host societies, drawing connections between historical and modern examples to support their arguments. For a more personal approach, students can write a Reflection Essay, examining how migration—whether through their own experiences, family history, or societal perspective—shapes identity, belonging, and policy debates today. Alternatively, students can conduct a Community Interview Project, where they interview community members about migration experiences, compare these stories with historical narratives, and present their findings to highlight similarities, differences, and ongoing challenges.</p> <p>Supporting Sources:</p> <ol style="list-style-type: none"> 1. ESMC Lesson 15 Cambodian Americans: Deportation Breaking Families Apart 2. ESMC Lesson 25 Vietnamese American Refugee Experiences 3. Migrants and Refugees from Latin America 4. Black Gold, Black Soul: Oral Expressions in African American Culture 5. The Power of Oral Tradition: Storytelling in Afro-American Literature 6. Migration Policy Institute: The Essential Role of Immigrants in the U.S. Food Supply Chain



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Inquiry Question 3:

How can we use immigrant stories better to understand the challenges and contributions of diverse communities?

ELA/ELD Standards: W.9-10.2, W.11-12.2,
SL.9-10.4, SL.11-12.4, L.9-10.5, L.11-12.5
HSS Standards: HSS 12.6.4, HSS 11.8.5
Model Curriculum Principles: 1,2,5
Model Curriculum Outcomes: 3,7,8

Engaging in Literacies / Pedagogies: Storytelling, literature, and media provide powerful tools to examine, understand, and teach about migration experiences and their impact on collective identity.

Formative Task

Students will use storytelling to explore migration experiences in creative and analytical ways. They may create a Narrative Map, visually connecting migration stories from personal, local, or global perspectives using multimedia tools such as images, historical context, and symbolic representations. Alternatively, students can engage in Literary Analysis by examining immigrant narratives, poetry, or oral histories and writing a reflective essay that connects the themes of struggle, identity, and belonging to broader societal challenges. For those drawn to multimedia, students can produce a Digital Storytelling Project, developing a 3-5-minute video that captures an individual's or community's migration experience, using visuals, voiceovers, and music to bring their stories to life.

Supporting Sources:

1. [ESMC Lesson 14 Asian Americans and the Model Minority Myth](#)
2. [ESMC Lesson 18 Hmong Americans: Community, Struggle, Voice](#)
3. [ESMC Lesson 33 Armenian Migration Stories & Oral History](#)
4. [The Business Acumen of the Saavedra Family and the Tapatio Hot Sauce Brand](#)
5. [The Importance of Olvera Street in Los Angeles](#)
6. [The Life and Legacy of Ritchie Valens](#)
7. [The Life and Legacy of Selena Quintanilla-Pérez: Inspiring Through Music](#)
8. [Latino/Black Studies \(El Camino High School\)](#)
9. [Honors African American History \(Castro Valley\)](#)



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Inquiry Question 4:

What can we learn from immigrant communities to help us foster inclusivity and belonging in our schools and neighborhoods?

ELA/ELD Standards: W.9-10.9, W.11-12.9, SL.9-10.1, SL.11-12.1, SL.9-10.4, SL.11-12.4
HSS Standards: HSS 12.2.1, HSS 12.3.3, HSS 12.8.2

Model Curriculum Principles: 1,5,6

Model Curriculum Outcomes: 6,7,4

Engaging in Action & Reflection: Individuals and communities can take meaningful steps to challenge stereotypes, foster inclusivity, and promote belonging, strengthening democratic values.

Formative Task: Students will reflect on how individuals can contribute to a welcoming and respectful community. They may design a **School-Based Inclusion Plan**, proposing ideas such as awareness activities, cultural events, or peer outreach efforts that encourage understanding and connection across different backgrounds. Alternatively, students may collaborate on a **Group Reflection Project**, creating a podcast, video, or photo essay that explores how people can respond to stereotypes and promote a sense of belonging. For students interested in visual communication, a **Multimedia Awareness Project**—such as a poster series, digital presentation, or social media mock-up—can be used to share positive messages about migration experiences, community contributions, and inclusive values. These options allow students to thoughtfully apply what they’ve learned in ways that are creative, meaningful, and relevant to their school environment.

Supporting Sources:

1. [ESMC Lesson 19 Indian Americans: Creating Community and Identity](#)
2. [ESMC Lesson 21 Korean American Interethnic Relations](#)
3. [Native American Studies: Historical Perspectives](#)
4. [ESMC Lesson 30: Antisemitism and Jewish Middle Eastern Americans](#)

Proposed Summative Assessment:

Summative Assessment:

Students will research a migration story or social movement connected to a cultural or ethnic group—such as African American, Native American, Latinx, Asian American, Pacific Islander, Middle Eastern, Eastern European, or refugee communities. They will complete a 2–3-page written analysis and deliver a short class presentation using visual aids to highlight key events, challenges, and lasting impacts.



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	Assessment Criteria:
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	Historical depth and use of primary/secondary sources (40%)
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	Analysis of impact on identity and belonging (30%)
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	Quality of visual presentation and engagement (20%)
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	Group collaboration (if applicable) (10%)
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Unit 4: Advocacy, Action, and Change

Unit Description:

This unit examines how social systems shape opportunities and challenges for different communities. Students will study examples of advocacy and change—such as legal cases, labor movements, and acts of resistance across diverse cultural groups—to understand how individuals and communities have worked to expand rights, overcome barriers, and promote inclusion.

Essential Questions:

What is the relationship between individual and collective influence? What contributions have individual groups made by overcoming their challenges? What are some benefits groups have reaped by reclaiming their autonomy?

By the end of this unit, students will be able to:

- Analyze historical examples of advocacy and collective action, explaining how individuals and groups have contributed to political, social, and economic change.
- Examine how diverse communities have overcome challenges through civic participation, legal efforts, and cultural expression, contributing to a more inclusive society.
- Evaluate the relationship between individual action and collective influence, using case studies and primary sources to identify key strategies for change.
- Interpret creative and persuasive texts—such as speeches, songs, and literature—to understand themes of empowerment, agency, and resilience.
- Propose informed ideas for civic engagement, connecting past movements to current opportunities for respectful dialogue, advocacy, and positive contributions in school or community settings.

Key Concepts/Vocabulary: This unit examines key concepts and ideas related to advocacy, action, and the influence of systems on opportunities and how movements drive societal change and reclaim agency.

Each unit will explicitly define key concepts and vocabulary

Advocacy and Social Change

Social Movements

Empowerment & Agency

Autonomy & Self-Determination

Collective Action & Solidarity

Political, Social, & Economic Change

Sustaining Change



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Grounding Lesson: Seeing Ourselves and Others: Windows, Mirrors, and Sliding Glass Doors

Inquiry Question	Details
<p>Inquiry Question 1:</p> <p><i>How do individuals and communities work together to drive social change?</i></p> <p>ELA/ELD Standards: RI.9-10.1, RI.11-12.1, RI.9-10.2, RI.11-12.2, RH.9-10.6, RH.11-12.6 HSS Standards: HSS 11.3.1, HSS 11.10.7, HSS 11.8.5 Model Curriculum Principles: 2,3,4 Model Curriculum Outcomes: 1,4,5</p>	<p>Historical Piece / Grounding: The relationship between individual and collective influence in social movements reveals how personal actions and collective power shape history and societal progress.</p> <p>Formative Task: Students will analyze a historical event (e.g., the Japanese internment or the California Gold Rush) to explore how individual contributions supported or resisted dominant power systems. They will write a short historical reflection connecting the personal stories of individuals to the collective influence of movements, focusing on empowerment and systemic challenges.</p> <p>Supporting Sources:</p> <ol style="list-style-type: none">1. ESMC Lesson 5: Introducing Dominant Narratives (First Lesson)2. ESMC Lesson 16: Chinese Railroad Workers3. ESMC Lesson 20: The Japanese American Incarceration Experience Through Poetry and Spoken Word4. Smithsonian: Impact of California Gold Rush on Native Americans5. My Story Video: Minnijean Brown-Trickey, A Sojourn to the Past (SAVVAS Realize: login: ocdestudent Password: password1)
<p>Inquiry Question 2:</p> <p><i>How have underrepresented groups used their strengths to challenge injustice and inspire progress?</i></p> <p>ELA/ELD Standards: RI.11-12.6, RH.11-12.6, W.9-10.7, W.11-12.7, SL.9-10.1, SL.11-12.1 HSS Standards: HSS 12.3.3, HSS 12.8.2 Model Curriculum Principles: 4,5,6 Model Curriculum Outcomes: 1,2,6</p>	<p>Connections to Today / Relevance</p> <p>Underrepresented groups have used their individual strengths and voices to overcome challenges, driving collective progress and inspiring long-term social change.</p> <p>Formative Task:</p> <p>Students will choose a case study (e.g., Jewish Americans, Vietnamese refugees, or Muslims in America after 9/11) and create a multimedia presentation or a written analysis. They will highlight how individuals used their strengths to overcome challenges, shaping broader collective narratives of resilience and progress.</p>



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Supporting Sources:

1. [Challenges and Hardships of Vietnamese Refugees](#)
2. [Little Saigon Stories: Intergenerational Trauma and Healing](#)
3. [ESMC Lesson 31: Jewish Americans: Identity, Complexity, and the Dynamics of Race](#)
4. [Muslims in America After 9/11, Part II](#)

Inquiry Question 3:

What are the social, economic, and political benefits that groups have gained after reclaiming their autonomy from limiting systems?

ELA/ELD Standards: W.9-10.2, W.11-12.2, SL.9-10.4, SL.11-12.4, L.9-10.5, L.11-12.5
HSS Standards: HSS 12.6.4, HSS 11.8.5
Model Curriculum Principles: 1,2,5
Model Curriculum Outcomes: 1,2,5

Engaging in Literacies / Pedagogies:

Whether by establishing or regaining a sense of autonomy, communities have worked to improve social, economic, and civic opportunities—highlighting the importance of empowerment, voice, and self-determination.

Formative Task:

Students will engage in a creative literacy task by curating a "**Playlist of Empowerment**" featuring songs, speeches, or poems from historically marginalized groups. Using critical literacy skills, they will analyze how each piece reflects themes of empowerment, identity, and autonomy—particularly in response to social or institutional limitations. Students will then write a short reflection explaining how the selected works demonstrate the process of reclaiming voice and agency, comparing ideas of influence versus autonomy and exploring the outcomes of asserting self-determination. This task promotes multimodal text analysis, personal connection, and culturally responsive engagement with diverse narratives.

Supporting Sources:

1. [Mendez v. Westminster](#)
2. [Native Americans Manifest Destiny and Indian Removal](#)
3. [African American Innovators](#)
4. [Responding to Rising Antisemitism](#)
5. [Bruce's Beach and LA County](#)



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Inquiry Question 4:

How do individual actions within movements create lasting change, and how can we sustain those efforts?

ELA/ELD Standards: W.9-10.9, W.11-12.9, SL.9-10.1, SL.11-12.1, SL.9-10.4, SL.11-12.4
HSS Standards: HSS 12.2.1, HSS 12.3.3, HSS 12.8.2

Model Curriculum Principles: 1,5,6

Model Curriculum Outcomes: 4,6,7

Engaging in Action & Reflection

Individual actions within collective movements contribute to long-term societal change, while collective influence sustains and amplifies those changes.

Formative Task:

Students will write a letter or record a video message addressed to a current BIPOC or Native American individual, acknowledging their contributions, resiliency, or role in societal change. This reflection will highlight how individual actions influence broader collective movements. Completed letters or videos will be included in a digital or paper-based portfolio as part of their final unit reflection.

Supporting Sources:

1. [African American Innovators](#)
2. [Responding to Rising Antisemitism](#)
3. [“Nothing But the Truth” First Amendment: Freedom of Expression \(ACCESS Social Science lessons \)](#)
4. [Civic Engagement \(ACCESS Social Science Lessons\)](#)
5. [To Kill A Mockingbird \(ACCESS Social Science Civics\)](#)
6. [Animal Farm \(ACCESS Social Science Civics\)](#)
7. [Anne Frank \(ACCESS Social Science Civics\)](#)
8. [Farewell to Manzanar \(ACCESS Social Science Civics\)](#)
9. [Refugee \(ACCESS Social Science World History \)](#)
10. [I Am Malala \(ACCESS Social Science Civics\)](#)
11. [Individual and Society \(ACCESS HMH Collections literature\)](#)

Proposed Summative Assessment:

Summative Assessment:

Historical Impact and Modern Solutions Project

Students will research a historical social movement that created change within a community or society. They will analyze its goals, strategies, and long-term impact, then propose a modern-day solution that addresses a related issue today. Possible topics include the Delano Grape Strike (Latinx and Filipino labor rights), Mendez v. Westminster (Latinx education equity), the Civil Rights Movement (African American justice efforts), the Alcatraz Occupation (Native American land rights), Japanese American redress, Chinese Exclusion repeal efforts, Hmong and



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	Southeast Asian refugee advocacy, Arab American anti-discrimination work, Armenian American genocide recognition efforts, Pacific Islander community health activism, and Jewish refugee resettlement. Students will present their findings using a multimedia or visual format that connects historical movements to present-day challenges and solutions
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Unit 5: From Learning to Leading

Unit Description:

This culminating unit explores the legacy of social and civic efforts in California, with a focus on local and regional examples from Southern California. Students will examine how individuals and communities have worked together to improve conditions, expand access, and promote fairness. Building on this understanding, students will connect their learning to the goals of the California State Seal of Civic Engagement by identifying real-world challenges and proposing thoughtful, community-based responses. Through research, collaboration, and reflection, students will consider how they can contribute to positive change in ways that demonstrate responsible citizenship, informed decision-making, and respect for diverse perspectives.

Essential Questions:

How have social movements addressed different kinds of inequities or tried to achieve social or equitable change?
How do I become a civically engaged and responsible part of my community/society?

By the end of this unit, students will be able to:

- Analyze historical and contemporary civic efforts in California and Southern California, identifying key movements, strategies, and outcomes related to fairness and community improvement.
- Draw connections between past and present approaches to civic engagement, using critical thinking to understand how earlier efforts have shaped current practices.
- Examine diverse voices within social movements, interpreting the messages and goals of individuals and groups through analysis of texts, media, and public statements.
- Demonstrate effective communication and collaboration skills by developing and presenting proposals that address local or school-based community issues.
- Reflect on the role of civic responsibility and personal agency, proposing actionable steps they can take to contribute to positive change in their communities.

Key Concepts/Vocabulary: This unit introduces essential terms and ideas about civic engagement, social movements, and systemic change.

Each unit will explicitly define key concepts and vocabulary

Collective Action & Advocacy

Civic Engagement & Responsibility

Equity vs. Equality

Injustice & Empowerment

Systemic Change

Community Leadership



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Empowerment & Agency
Historical Legacy & Contemporary Advocacy
Multiple Perspective
Transformative Justice

Grounding Lesson: Seeing Ourselves and Others: Windows, Mirrors, and Sliding Glass Doors

Inquiry Question	Details
<p>Inquiry Question 1:</p> <p><i>What sparks social movements, and how have they addressed inequality in California and beyond?</i></p> <p>ELA/ELD Standards: RI.9-10.1, RI.11-12.1, RI.9-10.2, RI.11-12.2, RH.9-10.6, RH.11-12.6 HSS Standards: HSS 11.3.1, HSS 11.10.7, HSS 11.8.5 Model Curriculum Principles: 2,3,4 Model Curriculum Outcomes: 1,4,5</p>	<p>Historical Piece / Grounding: Historical events have often led to organized efforts aimed at addressing perceived unfairness or imbalance in society. These efforts have taken the form of collective action, advocacy, and community engagement. By examining the goals, strategies, and outcomes of these movements, we can gain insights that inform and inspire constructive participation in our communities today.</p> <p>Formative Task: Students will work in groups to analyze a historical social movement from the provided sources. Each group creates a visual poster or digital infographic highlighting the movement's context, goals, challenges, and legacy. During a gallery walk, peers provide feedback, and students reflect on connections between historical movements and current social issues.</p> <p>Skills Practiced:</p> <ul style="list-style-type: none">● Analyzing primary and secondary sources.● Collaborative problem-solving and presentation.● Drawing connections between historical and contemporary social movements. <p>Supporting Sources:</p> <ol style="list-style-type: none">1. What is Social Movement? Khan Video: Social Movements2. What Causes Social Movement? ESMC Lesson 2: Social Movements and Student Civic Engagement



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3. How do you build solidarity within social movements? [ESMC Lesson 17: Little Manila, Filipino Laborers and the United Farm Workers \(UFW\)](#)
4. Ending School Segregation: [Mendez, et. al. v. Westminster lesson Sandra Robbie's "Mendez v. Westminster: For All the Children"](#)
5. Latino Civil Rights Timeline-(1903-2006)
<https://www.learningforjustice.org/classroom-resources/lessons/latino-civil-rights-timeline-1903-to-2006>
6. Vietnamese American social movement [Copy of 4.12 Early Political Movement in Vietnamese Amer Communities .pptx](#)
https://www.learningforjustice.org/sites/default/files/kits/vac_brief_history.pdf (Little Saigon)
7. Housing Inequality in Orange County
[Voice of OC: Language in Old Housing Deeds](#)
[3 Dr. Sammy Lee Orange County Changemaker Part 1](#)
[4 Dr. Sammy Lee Orange County Changemaker Part 2](#)
8. Disability Rights Movement
 - a. 504 Sit-in (1977) <https://youtu.be/SyWcCuVta7M>
 - b. Americans with Disabilities Act (1990) [Americans with Disabilities Act \(ADA\) of 1990 | C-SPAN Classroom](#)
9. The Indigenous Rights Movement
 - a. The occupation of Alcatraz (1969-1971)
[History.com Article](#)
10. [Japanese American Redress Movement](#)
11. [The Civil Liberties Act of 1988](#)
12. [The Sanctuary Movement \(1980s\)](#)
 - a. Providing refuge to Central American immigrants fleeing violence. Many Southern California churches and synagogues were integral to this movement.
13. [Social Movements and Social Change](#)
14. [Text Set for Ethnic Studies Educators](#)



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Inquiry Question 2:

How do past efforts to promote fairness and inclusion shape the ways people work for change today?

ELA/ELD Standards: RI.11-12.6, RH.11-12.6, W.9-10.7, W.11-12.7, SL.9-10.1, SL.11-12.1

HSS Standards: HSS 12.3.3, HSS 12.8.2

Model Curriculum Principles: 4,5,6

Model Curriculum Outcomes: 1,2 6

Connections to Today / Relevance:

Efforts to promote fairness and inclusion in the past have shaped how individuals and communities address challenges today. By studying the goals and approaches of earlier civic efforts, students can better understand how cultural, social, and historical contexts influence the ways people participate in public life. These connections help students explore how past experiences inform present-day problem-solving and community engagement.

Formative Task:

Students will create a visual concept map that connects historical movements in California and Southern California—such as the Farmworker Movement or Mendez v. Westminster—to more recent civic efforts addressing similar themes, such as calls for racial inclusion or community safety. Using lines and annotations, students will identify shared goals, strategies, or challenges, and briefly explain each connection. This task encourages students to analyze how past efforts influence current approaches to civic participation and public dialogue, fostering critical thinking, historical awareness, and synthesis. ([Concept Maps](#))

Supporting Sources:

1. [Sample Lesson 9: Social Change](#)
2. [Asian American Education Project](#)
3. [Immigration Rights](#)
4. [Biddy Mason Part 1](#)
[Biddy Mason Part 2](#)
5. [Mendez, et. al. v. Westminster lesson](#) [Sandra Robbie's "Mendez v. Westminster: For All the Children"](#)
6. [Subverting Signage: Transnationalism and Word Art](#)
7. Making Visible Underrepresented Communities and Their Histories in Orange County [Donut Shops in Southern California](#)
[PBS Documentary: The Donut King](#)
8. [Asian American Education Project: George Takei](#)
9. [Gallery Walk Images: Farmworkers' Movement](#)
10. [Text Set for Ethnic Studies Educators](#)



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Inquiry Question 3:

How can diverse voices within social movements teach us about the challenges and successes of creating change?

ELA/ELD Standards: W.9-10.2, W.11-12.2,
SL.9-10.4, SL.11-12.4, L.9-10.5, L.11-12.5
HSS Standards: HSS 12.6.4, HSS 11.8.5
Model Curriculum Principles: 1,2,5
Model Curriculum Outcomes: 3,7,8

Engaging in Literacies / Pedagogies:

Analyzing diverse voices within social movements provides insight into the strategies they employed, the challenges they faced, and the legacies they created. By examining these perspectives, we gain a deeper understanding of how collective and individual efforts shape movements and drive lasting social change.

Critical Literacy Questions:

- Who is the author or speaker, and what is their perspective?
- What strategies or rhetorical devices are used to convey their message?
- How does this voice reflect or challenge the broader goals of the movement?
- How does this text connect to current social issues?

Formative Task:

Students will engage with a variety of texts—primary sources (e.g., speeches, letters, manifestos), secondary analyses, and multimedia (videos, podcasts)—to analyze the voices of leaders and participants in California and Southern California social movements. They will demonstrate reading, writing, listening, and speaking skills through analysis and discussion.

[\(Document Analysis\)](#)

Supporting Sources:

Provide students with diverse texts from movements such as:

- Farmworker Movement: Excerpts from César Chávez's speeches or Dolores Huerta's interviews.
- [A Conversation with Dolores Huerta](#)
- [Cesar Chavez Model Curriculum](#)
- [1962: Farm Workers Union](#)
- [Farm Workers Union](#)
- [Mendez v. Westminster: Court opinions or Sandra Robbie's documentary, *Mendez v. Westminster: For All the Children*.](#)
- [Black Lives Matter: Activist manifestos, op-eds, or protest speeches.](#)



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	<ul style="list-style-type: none">○ Chicano Movement: Poetry or writings from activists like Rodolfo “Corky” Gonzales.<ul style="list-style-type: none">■ Chicano Movement■ Rodolfo 'Corky' Gonzales○ Stop Asian Hate: Modern op-eds or hashtags amplified during the pandemic.● Rhetorical Analysis (intro)● 10 Questions for Young Changemakers● Dolores Huerta’s Life of Infatigable Resistance● LA Upstander: In Lak’Ech Committee● How Can Music Inspire Social Change● Facing History and Ourselves
<p>Inquiry Question 4:</p> <p><i>What steps can I take to create positive change in my community and become an active, responsible citizen?</i></p> <p>ELA/ELD Standards: W.9-10.9, W.11-12.9, SL.9-10.1, SL.11-12.1, SL.9-10.4, SL.11-12.4 HSS Standards: HSS 12.2.1, HSS 12.3.3, HSS 12.8.2 Model Curriculum Principles: 1,5,6 Model Curriculum Outcomes: 4,6,7</p>	<p>Engaging in Action & Reflection:</p> <p>Lessons from past civic efforts offer valuable insights into how communities have addressed challenges and worked to improve conditions over time. Civic participation remains an important way for individuals to contribute to positive change, and our personal experiences and identities influence how we engage with issues that matter to us and those around us.</p> <p>Formative Task:</p> <p>In this two-week activity, students will examine how civic engagement and strategies used in historical movements have contributed to social change. They will develop a Civic Action Proposal that presents thoughtful, actionable steps to address a local community issue, with the potential for real-world implementation.</p> <p>Two-Week Formative Assessment: Civic Engagement Proposal</p> <p>Supporting Sources:</p> <ol style="list-style-type: none">1. ESMC Lesson 27: Develop or Preserve? The Shellmound Sacred Site Struggle2. Digital Advocacy Reimagined: Hashtags as Tools for Amplifying Voices, Visibility, and Equity Movements3. Be the Changemaker 5 Changemakers in Orange County and Beyond4. ACCESS Civic Engagement5. Choosing to Participate



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	6. Text Set for Ethnic Studies Educators
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DRAFT

June 18, 2025

RK

ORANGE COUNTY BOARD OF EDUCATION [X] Mailed [] Distributed at meeting

BOARD AGENDA ITEM

DATE: June 18, 2025
TO: Renee Hendrick, Deputy Superintendent
FROM: Darou Sisavath, Board Recording Clerk
SUBJECT: Local Educational Agency Temporary Borrowing Policy

BACKGROUND

This policy will establish guidelines for the Orange County Department of Education to provide temporary loans to local educational agencies (LEAs) including charter schools authorized by the Orange County Board of Education that are unable to utilize the existing loan with the County Treasurer. The purpose is to assist in the event of exigent, urgent, and/or emergency circumstances. For local agencies that are unable to utilize the County Treasurer short-term borrowing, alternative financing options are at times prohibitive and costly for agencies.

Authorized under California Education Code 1040(a) and 1042(a), and with approval of the Orange County Board of Education, the County Superintendent of Schools may adopt rules and regulations governing the administration of a Local Educational Agency Temporary Borrowing Policy.

The county superintendent of schools, with the approval of the county board of education, may make an apportionment to a school district or charter school from the county school service fund conditional upon the repayment to the fund during the next succeeding fiscal year of the amount apportioned to the school district or charter school and, during the next succeeding fiscal year, shall transfer the amount of the apportionment from the general fund of the school district or charter school to the county school service fund. (California Education Code 42622)

RECOMMENDATIONS

Adopt the Local Educational Agency Temporary Borrowing Policy to help establish the ability for the County Superintendent to offer short term loans for cash flow purposes.

Local Educational Agency Temporary Borrowing Policy

Policy and application for temporary loans from the Orange County Superintendent of Schools to local educational agencies (LEAs) in Orange County.

Policy on Temporary Cash Transfers to Local Educational Agencies

1. Purpose: This policy establishes guidelines for the Orange County Department of Education to provide temporary loans to LEAs, including charter schools authorized by the Orange County Board of Education, to assist in the event of exigent, urgent, and/or emergency circumstances.
2. Legal Authority: *The county superintendent of schools, with the approval of the county board of education, may make an apportionment to a school district or charter school from the county school service fund conditional upon the repayment to the fund during the next succeeding fiscal year of the amount apportioned to the school district or charter school and, during the next succeeding fiscal year, shall transfer the amount of the apportionment from the general fund of the school district or charter school to the county school service fund.* (California Education Code 42622)

This policy is authorized under California Education Code 1040(a) and 1042(a), which allows the Orange County Board of Education to adopt rules and regulations governing the administration of the office of the county superintendent of schools that are not inconsistent with the laws of the state, for their own government.

3. Eligibility: Local Educational Agencies unable to access the County Treasurer loans and charter schools authorized by the Orange County Board of Education may request a temporary loan from OCDE for the following purposes:
 - Facilities rent and lease costs for pupils
 - Low-interest loan not to exceed \$500,000 at any one-time
 - Unanticipated one-time expenses, if able to repay in the appropriate year
 - Funding for enrollment growth until the Local Control Funding Formula is corrected
4. Request Process:
 - LEAs must submit a temporary loan request form (see attached) to OCDE.
 - The request must include the amount needed, anticipated revenues for the fiscal year, actual revenues received to date, and evaluation of any outstanding borrowing.
 - OCDE will request documents for due diligence, including, but not limited to, attendance reports with student residence addresses and/or zip codes, and detailed cash flow reports.
 - Must be board-approved by the LEA.
 - Must show the ability to repay funds in a timely manner.
 - Requests must be approved by the County Superintendent of Schools.

5. Temporary Loan Terms:

- Temporary loan shall not exceed 85% of the LEA's anticipated revenue for the fiscal year.
- Interest shall accrue monthly at the rate earned by OCDE investment pool plus a 10 (Ten) basis point spread.
- Repayment schedule will be coordinated based on cash flow and school need. Temporary loans cannot exceed 15 months.
- OCDE shall have a first lien on all revenues of the LEA until the transfer is fully repaid.
- Eligible charter schools must be in compliance with the terms of their charter petition and Agreement, and have no pending or outstanding financial Notices of Concern, Notices of Violation, or Notices of Intent to Revoke per EC §47607 and EC §47607.2.

6. Fees: The LEA shall pay fees established by OCDE to cover administrative costs associated with the temporary loan. This is calculated as the annual projected rate of the investment pool plus a 10 (Ten) basis point spread.
7. The Orange County Board of Education is authorizing the County Superintendent of Schools to process temporary loans meeting the criteria outlined for Local Educational Agencies not to exceed \$25 million in total for all eligible agencies.
8. Requests for funding can only be made for students who reside in the County of Orange. If a school has students that reside outside of the county, eligible funds will be based on the percentage of students that reside within the county.
9. Agreement: Prior to receiving the Local Educational Agency temporary loan, the LEA must complete the Temporary Transfer Resolution and Transfer Agreement to OCDE.
10. Board of Education Update: The Orange County Board of Education will receive a summary of temporary loans made with reference to outstanding balance or principal repayment. This report will be presented following the issuance or repayment of a temporary loan, but not less than semi-annually. The report will be for information only.

Local Educational Agency Temporary Borrowing Request Form

Local Educational Agency: _____

Requested Loan Amount \$ _____

Request Date: _____

Under the Orange County Board of Education authorized Local Educational Agency Temporary Loan program, we request a temporary cash transfer of the amount identified above from the Orange County Department of Education, which is certified as necessary to provide funds for meeting maintenance obligations for this local educational agency (LEA) for the current fiscal year pursuant to California Constitution Article XVI, Section 6. Funds will be used for:

☐ facilities rent/lease

☐ new charter start-up

☐ unanticipated one-time expenses, if able to repay in the appropriate year

☐ funding for enrollment growth until local control funding formula is corrected

I certify that 1) any existing LEA borrowing is disclosed with this request; 2) the LEA will not initiate any additional borrowing until this transfer is repaid or OCDE is notified; and 3) the LEA has the ability to meet its financial obligations under the Temporary Borrowing Agreement.

Local Educational Agency Executive Director or Designee

Date

For OCDE Use Only:

Reviewed by: _____

County Superintendent / Designee

Date

☐ Request Approved ☐ Request Denied

June 18, 2025

RH

ORANGE COUNTY BOARD OF
BOARD AGENDA ITEM

☒ Mailed ☐ Distributed at meeting

DATE: June 18, 2025

TO: Renee Hendrick, Deputy Superintendent

FROM: Mari Barke, Board Vice President

SUBJECT: Resolution Supporting Title IX and Fairness in Girls' Interscholastic Sports

RECOMMENDATION:

Adopt Resolution #19-25, Supporting Title IX and Fairness in Girls' Interscholastic Sports.

**RESOLUTION OF THE BOARD OF EDUCATION
ORANGE COUNTY CALIFORNIA**

RESOLUTION SUPPORTING TITLE IX AND FAIRNESS IN GIRLS' INTERSCHOLASTIC SPORTS

June 18, 2025

WHEREAS, the Orange County Board of Education (OCBE) is committed to upholding fairness, safety, and equal opportunities for all student-athletes; and

WHEREAS, Title IX of the Federal Education Amendments of 1972 was enacted to prohibit sex-based discrimination in any education program or activity receiving federal financial assistance, ensuring that female athletes have equal opportunities to compete and excel in sports; and

WHEREAS, Title IX has played a critical role in expanding opportunities for female athletes, promoting fair competition, and increasing access to scholarships and other athletic advancements; and

WHEREAS, biological differences between male and female athletes can create inherent advantages in competitive sports, particularly in categories explicitly designated for girls; and

WHEREAS, the California Interscholastic Federation (CIF) is responsible for governing interscholastic athletics and must ensure that policies align with the principles of fairness, safety, and equal opportunity as outlined in Title IX; and

WHEREAS, protecting the integrity of girls' sports is essential to maintaining an even playing field for female athletes and preserving the intent of Title IX;

NOW, THEREFORE, BE IT RESOLVED, that the Orange County Board of Education affirms its unwavering support for Title IX and calls on athletic governing bodies to uphold its protections by ensuring fairness in girls' sports; and

BE IT FURTHER RESOLVED, that copies of this resolution be forwarded to the Governor of California, the California State Legislature, the California Department of Education, and the California Interscholastic Federation to demonstrate OCBE's commitment to protecting female student-athletes.

APPROVED AND ADOPTED this 18th day of June, 2025, at a regular meeting of the Board of Education by a vote of _____.

Ayes: Noes: Absent: Abstained:

State of California)
) ss.
County of Orange)

Ken L. Williams, D.O., President
Trustee Area 3

Mari Barke, Vice President
Trustee Area 2

Jorge Valdes, Esq.
Trustee Area 1

Tim Shaw
Trustee Area 4

Lisa Sparks, Ph.D.
Trustee Area 5