

REGULAR MEETING
February 3, 2025
4:00 p.m.

[X] Mailed [] Distributed at meeting

RA

Location: The public meeting will be conducted onsite with limited seating at 200 Kalmus Drive, Costa Mesa, CA 92626 and via YouTube live stream https://youtube.com/live/_JDRCoI98kM?feature=share.

ORANGE COUNTY BOARD OF EDUCATION
AGENDA

WELCOME

CALL TO ORDER

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

ROLL CALL

(*) AGENDA

Regular Meeting of February 3, 2025 – Adoption

(*) MINUTES

Regular Meeting of January 8, 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)

INVOCATION

5:00 p.m.

Reverend Nathan Hill
Church of the Foothills, Santa Ana

PLEDGE OF ALLEGIANCE

INTRODUCTIONS

PUBLIC COMMENTS

CONSENT CALENDAR

- (*) 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 2nd Quarter Report on Williams Uniform Complaints for Orange County Department of Education Student Programs for the period of October 1 to December 31, 2024.
- (*) 3. Adopt resolution #02-25 to recognize March 2025 as Arts Education Month.

- (*) 4. Approve invoice #10679 in the amount of \$5,378.25 for the Law Offices of Margaret A. Chidester & Associates.

CHARTER SCHOOLS

5. Charter submissions

STAFF RECOMMENDATIONS

- (*) 6. Adopt the proclamation recognizing February 2025 as Career and Technical Education (CTE) Month.

BOARD RECOMMENDATIONS

- (*) 7. Approval of a \$20,000 budget for the social media campaign to distribute the Educational Options flyers. (Valdes)

INFORMATION ITEMS

- (*) COMMUNICATION/INFORMATION/DISCUSSION
- Mid-Year Update of the 2024-25 OCDE/Connections Local Control and Accountability Plan
(*) - Mid-Year Update of the 2024-25 CCPA Local Control and Accountability Plan
- Ethnic Studies Curriculum Update (Dr. Bean)
- Safety Update (Dr. Bean)

ANNOUNCEMENTS

- Superintendent
- Deputy Superintendent
- Boardroom Update

LEGISLATIVE UPDATES

COMMITTEE REPORT

BOARD MEMBER COMMENTS

CLOSED SESSION(S) PUBLIC REPORT OUT

ADJOURNMENT



Renee Hendrick
Assistant Secretary, Board of Education

The next Regular Board Meeting will be on Wednesday, March 5, 2025 at 5:00 p.m. The meeting will be held onsite at 200 Kalmus Drive, Costa Mesa, CA 92626 and via YouTube live stream.

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

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

RH

MINUTES
Regular Meeting
January 8, 2024

ORANGE COUNTY BOARD OF EDUCATION
MINUTES

WELCOME

CALL TO ORDER

The Regular Meeting of the Orange County Board of Education was called to order by President Williams at 3:36 p.m., January 8, 2025, in the Board Room, 200 Kalmus Drive, Costa Mesa, CA 92626 and via YouTube live stream <https://youtube.com/live/ITE8GuIe-Uo?feature=share>.

ROLL CALL

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

AGENDA

Motion by Valdes, seconded by Sparks and carried by a vote of 5-0 to approve the agenda of the Regular meeting of January 8, 2025.

MINUTES

Motion by Barke, seconded by Sparks and carried by a vote of 5-0 to approve the minutes of the Regular meeting of December 4, 2024.

PUBLIC COMMENTS (related to Closed Session) - None

The Board took a recess from 3:37 p.m. to 5:32 p.m. to go into Closed Session.

CLOSED SESSION 1

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

CLOSED SESSION 2

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

CLOSED SESSION 3

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

CLOSED SESSION 4

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

INVOCATION

Lorrie Kaylor

PLEDGE OF ALLEGIANCE

Jorge Valdes, Trustee Area 1

TIME CERTAIN

1. Special Presentation – CSBA Golden Bell Award - OCDE Language Services
 - Natalia Abarca
 - Stephanie Rock
 - Jorge Ibarra
 - Angela Del Rosario
2. The board acknowledged and accepted the donation of \$10,000.00 from Citizens Business Bank on behalf of College and Career Preparatory Academy (CCPA).

INTRODUCTIONS

None

PUBLIC COMMENTS

- Linda
- Heidi

CONSENT CALENDAR

Motion by Williams, seconded by Barke and carried by a vote of 5-0 to approve Consent Calendar items #3, #4, #5, and #8.

3. Approve the granting of diplomas to the students listed from Alternative, Community, and Correctional Education Schools and Services, Alternative Education Division.
4. Approve invoice #3279825 in the amount of \$16,776.06 and invoice #3282114 in the amount of \$414.09 for Haight, Brown & Bonesteel LLP.
5. Approve invoice #10653 in the amount of \$756.00 for the Law Offices of Margaret A. Chidester & Associates.
8. Approve and sign the certificates of merit and accompanying letters for the outgoing board members.

CONSENT CALENDAR (continue)

6. Motion by Barke, seconded by Valdes, and carried by a vote of 5-0 to approve board date change from Wednesday, February 5, 2025 to Monday, February 3, 2025.
7. Motion by Sparks, seconded by Williams, and carried by a vote of 5-0 to approve new Board Meeting dates for July 2025 through June 2026.
9. The board received the Eide Bailly audit report for the Orange County Department of Education for fiscal year ending June 30, 2024.

CHARTER SCHOOLS

10. Charter submissions
 - Tustin International Charter School

BOARD RECOMMENDATIONS

11. Motion by Williams, seconded by Barke, and carried by a vote of 5-0 to adopt Resolution #01-25 to recognize February 2025 as National Black History Month.
12. Motion by Valdes, seconded by Barke, and carried by a vote of 5-0 to add a webpage on the board's website regarding Orange County school districts academic performances.
 - Presentation of the webpage by Dr. Bean

INFORMATION ITEMS

COMMUNICATION/INFORMATION/DISCUSSION

- 5-3-1 Update, Career Technical Education with Inclusion
 - Kathy Boyd, Director, CTE
 - Kim Goodwin, Coordinator, CTE
 - OC Pathways Showcas on February 27, 4:00 p.m. - 7:00 p.m.

ANNOUNCEMENTS

Superintendent

- ACCESS 2030
- Ethnic Studies – curriculum preview in February
- Recruitment for Associate Superintendent, Educational Services

Deputy Superintendent

- AB 1200 – County Superintendent's Responsibilities for Fiscal Oversight presented by Dean West, Associate Superintendent, Business Services
- Facilities Update presented by David Giordano, Associate Superintendent, Administrative Services
- Next board meeting is on Monday, February 3, 2025; submission deadline is January 21; packet delivery on January 29, 2025
- Office closed on Monday, January 20th, Martin Luther King Day

COMMITTEE REPORT

- Trustee Shaw and Trustee Barke –D.C. trip in February 2025

BOARD MEMBER COMMENTS

- Trustee Barke – Sunburst and College & Career Preparatory Academy (CCPA) graduations; read a statement regarding change in relationship with Orange County Classical Academy (OCCA)
- Trustee Sparks – L.A. Fires
- Trustee Shaw – Sunburst graduation and Crisis Response Network - La Habra student
- Trustee Valdes – Commended OCDE staff

CLOSED SESSION(S) PUBLIC REPORT OUT

Board President Williams reported for closed session 1, the Board had discussions with legal counsel, no action was taken.

Greg Rolen, General Counsel reported for closed session 2, the Board received a report from counsel on a matter of potential litigation, no action was taken; for closed session 3, the Board received a report from counsel on a matter of potential litigation, no action was taken other than the approval of the Nielsen Merksamer invoice #283527; and for closed session 4, the Board received a report from counsel on a matter of potential litigation, no action was taken.

ADJOURNMENT

On a motion duly made and seconded, the January 8, 2025, board meeting adjourned at 7:30 p.m.



Renee Hendrick
Assistant Secretary, Board of Education

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

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ORANGE COUNTY BOARD OF EDUCATION

Item: Consent Calendar #1

February 3, 2025

BOARD AGENDA ITEM

Mailed Distributed at meeting

RH

DATE: 02/03/2025
TO: Renee Hendrick, Deputy Superintendent
FROM: Analee Kredel, Associate Superintendent, Educational Programs
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 8-10 removed (CONFIDENTIAL STUDENT INFORMATION)

February 3, 2025

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ORANGE COUNTY BOARD OF EDUCATION *RH*

BOARD AGENDA ITEM

DATE: February 3, 2025
TO: Renee Hendrick, Deputy Superintendent of Operations
FROM: Sonia R. Llamas, Ed.D., Chief Academic Officer
SUBJECT: Acceptance of 2nd Quarter Report on Williams Uniform Complaints for the Orange County Department of Education ACCESS and Connections

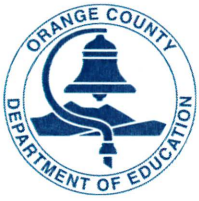
California Education Code section 35186(d) requires that school districts and county operated programs report summarized data on the nature and resolution of all Williams Uniform Complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district.

The enclosed report indicates that no complaints were filed for ACCESS or Connections schools during the period of October 1 to December 31, 2024.

RECOMMENDATION:

Accept the 2nd Quarter Report on Williams Uniform Complaints for Orange County Department of Education ACCESS and Connections for the period of October 1 to December 31, 2024.

SL:ag



Orange County Department of Education
Educational Services Division

Williams Settlement Legislation
Second Quarter Report on Williams Uniform Complaints
October 1 – December 31, 2024

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

Orange County Department of Education ACCESS and Connections

ACCESS Schools

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

Connections Schools

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

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ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: February 3, 2025
TO: Renee Hendrick, Deputy Superintendent
FROM: Darou Sisavath, Recording Clerk
SUBJECT: Resolution #02-25
Arts Education Month

RECOMMENDATION:

Adopt resolution #02-25 to recognize March 2025 as Arts Education Month.

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

**MARCH 2025
ARTS EDUCATION MONTH**

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

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

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED, on the 3rd day of February, 2025 that the Orange County Board of Education proclaims the month of March 2025 as the Arts Education Month and encourages all educational communities to celebrate the arts with meaningful student activities and programs that demonstrate learning and understanding in the visual and performing arts; and

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

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA, COUNTY OF ORANGE

I, Jorge Valdes, Esq., Clerk of the Board of Education of Orange County, California hereby certify that the foregoing Resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 3rd day of February 2025.

IN WITNESS THEREOF, I have hereunto set my hand and seal this 3rd day of February 2025.

Jorge Valdes, Esq., Clerk
Orange County Board of Education

Resolution #02-25

February 3, 2025

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ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: February 3, 2025

TO: Renee Hendrick, Deputy Superintendent

FROM: Ken L. Williams, D.O., Board President
Mari Barke, Board Vice President

SUBJECT: Law Offices of Margaret A. Chidester & Associates – Invoices

RECOMMENDATION:

Approve invoice #10679 in the amount of \$5,378.25 for the Law Offices of Margaret A. Chidester & Associates.

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

January 16, 2025

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

CONFIDENTIAL
ATTORNEY-CLIENT
PRIVILEGE

Attention: Mari Barke
mari@maribarke.com

Invoice No. 10679
Federal Tax ID# 33-0216030

Professional Services Rendered During December 2024:

MAC	14.0 hrs. at \$360/hr.	\$5,040.00	\$5,040.00
MAC	.9 hrs. at \$360/hr.	\$324.00	\$324.00
	ATTORNEY TIME:		<u>\$5,364.00</u>
<u>COSTS ADVANCED</u>			
	Copying	<u>\$14.25</u>	<u>\$14.25</u>
	TOTAL AMOUNT DUE:		<u><u>\$5,378.25</u></u>

February 3, 2025

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ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: February 3, 2025

TO: Renee Hendrick, Deputy Superintendent

FROM: Dr. Stefan Bean, OC Superintendent of Schools
Kathy Boyd, Director, Career Education

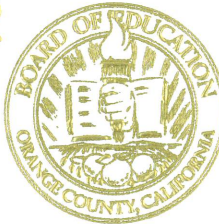
SUBJECT: Recognizing February 2025 as CTE Month

BACKGROUND:

- Significance of CTE Month: February has been designated as CTE Month by the Association for Career and Technical Education (ACTE) to raise awareness of CTE's impact on student success and workforce development.
- Local Impact: Orange County's CTE programs empower students with the technical and employability skills needed to excel in high-demand industries, e.g., advanced manufacturing, engineering, education, healthcare, and IT.
- Economic Importance: CTE programs address the region's growing skills gap, preparing students to fill critical roles in the workforce and supporting a thriving local economy.

RECOMMENDATION:

Adopt the proclamation recognizing February 2025 as CTE Month.



**PROCLAMATION
Career and Technical Education (CTE) Month, February 2025**

WHEREAS, February 2025, has been designated National Career and Technical Education (CTE) Month to honor students who have chosen to pursue career and technical education as a means of acquiring real-world skills to compete in the workforce; and

WHEREAS, profound economic and technical changes in Orange County, CA are rapidly reflected in the structure and nature of work, thereby placing new and additional responsibilities on our educational system; and

WHEREAS, CTE prepares students for high-wage and high-demand careers by offering integrated programs of study that link secondary and postsecondary education and lead to the attainment of industry-recognized credentials that align to Orange County's regional workforce; and

WHEREAS, CTE provides students with career exploration opportunities, which enables them to make informed and beneficial decisions about their academic coursework and pursue established programs of study and career pathways; and

WHEREAS, CTE programs provide students with opportunities to gain invaluable hands-on experience through internships, apprenticeships, and other work-based learning experiences that are embedded in CTE programs in Orange County; and

WHEREAS, OC Pathways collaborates with Career Counseling Coordinators in Orange County to focus on ways to further the educational, personal and social growth of students in Orange County; and

WHEREAS, Career Counseling Coordinators, administrators, school counselors, and CTE teachers help students explore their potential and set realistic goals for themselves; and

WHEREAS, OC Pathways supports the Orange County region by identifying and utilizing community resources that can enhance and complement comprehensive CTE programs in Orange County to help students become productive members of society; and

WHEREAS, Career and Technical Education is offering a path to success in the 21st century economy while helping to address the urgent need for skilled labor in high-demand industries, thus enabling numerous Orange County students to secure gainful employment and lead productive, fulfilling lives;

NOW, THEREFORE, BE IT PROCLAIMED, that the Orange County Superintendent of Schools, and the Orange County Board of Education, hereby recognizes February as "CTE Month" and extends sincere best wishes to all the talented young students who have chosen Career and Technical Education as a way to achieve their long-term professional goals.

PASSED AND ADOPTED by the Orange County Board of Education at a meeting held on February 3, 2025, by a unanimous vote of 5-0.

Stefan Bean, Ed.D.
Orange County Superintendent of Schools

Ken L. Williams, Jr., D.O
Board President, 3rd District

Mari Barke
Board Vice President, 2nd District

Jorge Valdes, Esq.
Board Member, 1st District

Tim Shaw
Board Member, 4th District

Lisa Sparks, Ph.D.
Board Member, 5th District

February 3, 2025

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ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: February 3, 2025

TO: Renee Hendrick, Deputy Superintendent

FROM: Jorge Valdes, Esq., Trustee Area 1

SUBJECT: Budget for distribution of Educational Options flyers

RECOMMENDATION:

Approval of a \$20,000 budget for the social media campaign to distribute the Educational Options flyers.

February 3, 2025

Mailed Distributed at meeting

RH

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: February 3, 2025

TO: Renee Hendrick, Deputy Superintendent

FROM: Analee Kredel, Associate Superintendent
ACCESS and Connections

SUBJECT: Mid-Year Update of the 2024-25 OCDE Local Control and Accountability Plan

BACKGROUND:

Senate Bill 114 (2023) added Education Code 52068(a)(6) requiring a county office to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and the local control funding formula Budget Overview for Parents (BOP) on or before February 28 at a regularly scheduled meeting of the governing board or body of the LEA.

The report includes the following:

All available midyear outcome data related to metrics identified in the current LCAP; and,

All available midyear expenditure and implementation data on all actions identified in the current LCAP.

RECOMMENDATION:

Information item.

2024-25 Local Control and Accountability Plan (LCAP) Mid-Year Update Monitoring Goals, Actions, and Resources

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

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

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

Goal 1

Goal Description

INCREASE ENGAGEMENT: OCDE collaborates with families, schools, and educational partners to establish a foundation for student success in welcoming and supportive school environments. The framework offers all students engaging programs, coursework, and opportunities in school communities that believe in respect, cultural appreciation and inclusivity. By prioritizing responsive involvement, educational partners play a crucial role in enhancing student outcomes, including English language proficiency and attendance rates, through customized programs and services.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Percentage of students who report that their school supports and values cultural diversity and inclusion, based on LCAP survey results.	ACC: 79% AJH 47%: (Source: 2023-2024 LCAP Survey)			In Progress	ACC: 85% AJH: 55% (Source: LCAP Survey)
1.2	Percentage of parent LCAP survey responses received by the ACCESS schools and CONNECTIONS.	ACCESS: 26% CONNECTIONS: 12% (Source: 2023-2024 LCAP Survey Results/Title I)			In Progress	ACCESS: 40% CONNECTIONS: 30% (Source: LCAP Survey Results/Title I)
1.3	Number of parent/guardians of English Learner students who attend District English Language Advisory (DELAC) Committee meetings to ensure at least 2 parents are present per school.	ACC: 148 AJH: 28 OCCS: 0 CONNECTIONS: 0 (Source: Multilingual Student Services office/2023-2024)			YTD ACC: 115 (YTD) AJH: 8 (YTD) OCCS: 0 (YTD) CONNECTIONS: 0 (YTD) (Source: Multilingual Student Services office)	ACC: 150 AJH: 15 OCCS: 5 CONNECTIONS: 4 (Source: Multilingual Student Services office)
1.4	Number of ACCESS County Community (ACC) and ACCESS Juvenile Hall (AJH) parents/guardians of English Language learner students who	ACC: 31 AJH: 1			YTD ACC: 21 (YTD) AJH: 0 (YTD)	ACC: 35 AJH: 5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	attend school's English Learner Advisory Committee (ELAC) meetings.	(Source: Multilingual Student Services office/2023-2024)			(Source: Multilingual Student Services office)	(Source: Multilingual Student Services office)
1.5	Number of parent/guardian events, trainings, and/or opportunities to facilitate family involvement.	2023-24 Family Engagement Activities, to date: ACCESS: 336 CONNECTIONS: 66 (Source: Title I and CONNECTIONS Office/ 2023-2024)			2024-25 Family Engagement Activities, to date: ACCESS: 162 (YTD) CONNECTIONS: 20 (YTD) (Source: Title I and CONNECTIONS Office/ 24-25, Mid Year)	ACCESS: 350 CONNECTIONS: 75 (Source: Title I and CONNECTIONS Office)
1.6	Attendance Rate: All, English Learners, and Homeless	2022-2023 attendance rate: All: 77.76% EL: 73.01% HL: 63.24% (Source: 2022-2023 CALPADS 14.2)			In Progress	All: 80% EL: 80% HL: 75% (Source: CALPADS 14.2)
1.7	Dashboard Chronic Absenteeism Rate (TK-8th only) ACCESS schools and CONNECTIONS overall rate and in the following TK-8th grade student groups: EL FY HL LI SWD	ACCESS: All: 52.3% EL: 56.7% FY: 35.9% HL: 64.8% LI: 50.8% SWD: 42.6% CONNECTIONS: All: 30.3% EL: 40.2% FY: 21.4% HL: 0% LI: 27.7%			ACCESS: All: 38.4% EL: 53.0% LTEL: 56.5% * FY: 22.6% HL: 68.0% LI: 46.1% SWD: 31.8% CONNECTIONS: All: 45.2% EL: 54.0% LTEL: 50.0% * FY: 0%	ACCESS: All: 40% EL: 40% LTEL: 40% FY: 30% HL: 45% LI: 40% SWD: 30% CONNECTIONS: All: 25% EL: 35% LTEL: 35% FY: 18%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		SWD: 30.3% (Source: 2023 CA Dashboard)			HL: 0% LI: 46.2% SWD: 45.2% * New student group in 2024. (Source: 2024 CA Dashboard)	HL: 0% LI: 20% SWD: 25% (Source: CA Dashboard)
1.8	Suspension Rate	OCDE All: 2.1% ACC All: 3.1% EL 4.9% SWD 4.7% AJH: 0% OCCS: 0% CONNECTIONS: 0.5% (Source: 2023 CA Dashboard)			OCDE All: 2.2% ACC All: 2.4% EL: 4.4% LTEL: 4.3% * SWD: 3.4% AJH: 1.8% OCCS: 0% CONNECTIONS: 0.2% * New student group in 2024 (Source: 2024 CA Dashboard)	OCDE All: 1.0% ACC All: 2% EL 3% LTEL: 3% * SWD 3% AJH: 0% OCCS: 0% CONNECTIONS: 0% * New student group in 2024 (Source: CA Dashboard)
1.9	Graduation Rate	4/5 Year Cohort (Traditional School) Dashboard Accountability Methodology: OCDE All: 47.2% EL: 41.6% FY: 49% Hisp: 46.9% HL: 43.2% LI: 44.7% SWD: 49.7% Wh: 51.4% As: 56.3%			4/5 Year Cohort (Traditional School) Dashboard Accountability Methodology: OCDE All: 47.5% EL: 44.6% LTEL: 44.9% * FY: 40.5% Hisp: 46.5% HL: 47.0% LI: 46.6% SWD: 51.3% Wh: 50.7%	4/5 Year Cohort (Traditional School) Dashboard Accountability Methodology: OCDE All: 60% EL: 60% LTEL: 60% * FY: 60% Hisp: 60% HL: 60% LI: 60% SWD: 60% Wh: 60%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		ACC All: 44% EL: 37.9% FY: 55.9% Hisp: 44.1% HL: 42.3% LI: 43% SWD: 50% Wh: 46.2% AJH All: 40.8% EL: 51.2% Hisp: 52.9% LI: 40.8% SWD: 48.6% OCCS: All: 78.2% CONNECTIONS: All/SWD: 10% (Source: 2023 CA Dashboard- Combined School Data) OCDE (Combined School Rate) One-Year 12th Grade Cohort Grad Rate- (prior Dashboard calculation for alternative schools- informational only) All Students: 72% EL: 71% FY: 72% HL: 77% LI: 68% SWD: 62%			As: 54.9% ACC All: 46.3% EL: 46.1% LTEL: 46.1% * FY: 46.7% Hisp: 46.2% HL: 47.9% LI: 46.4% SWD: 50.0% Wh: 42.2% AJH All: 34.7% EL: 36.8% LTEL: 38.2% * Hisp: 36.0% LI: 34.7% SWD: 38.9% OCCS: All: 74.7% CONNECTIONS: All/SWD: 27.0% (Source: 2024 CA Dashboard- Combined School Data) OCDE (Combined School Rate) One-Year 12th Grade Cohort Grad Rate- (prior Dashboard calculation for alternative schools- informational only) All Students: TBD EL: TBD FY: TBD	As: 60% ACC All: 60% EL: 60% LTEL: 60% * FY: 60% Hisp: 60% HL: 60% LI: 60% SWD: 60% Wh: 60% AJH All: 60% EL: 60% LTEL: 60% * Hisp: 60% LI: 60% SWD: 60% OCCS: All: 85% CONNECTIONS: All/SWD: 20% (Source: 2024 CA Dashboard) OCDE (Combined School Rate) One-Year 12th Grade Cohort Grad Rate- (prior Dashboard calculation for alternative schools- informational only) All Students: 85% EL: 80% FY: 80%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		(Source: 2023 CA Dashboard Additional Reports)			HL: TBD LI: TBD SWD: TBD * New student group in 2024 (Source: 2024 CA Dashboard Additional Reports)	HL: 85% LI: 75% SWD: 70% * New student group in 2024 (Source: 2024 CA Dashboard Additional Reports)
1.10	LEA Middle School Drop Out Rate	All Students: 10% HL: 1% LI: 5% SWD: 0% EL: 2% (Source: Aeries/SIS Report, CALPADS information Day 2023-2024)			In Progress	All Students: 8% HL: 0% LI: 3% SWD: 0% EL: 1% (Source: Aeries/SIS Report)
1.11	LEA High School Drop Out Rate	All Students: 18% HL: 2% LI: 15% SWD: 0% EL: 6% (Source: Aeries/SIS report, CALPADS information day 2023-2024)			In Progress	All- 12% HL- 1% LI- 10% SWD- 0% EL- 4% (Source: Aeries/SIS report, CALPADS information day)
1.12	LEA Expulsion Rate	All: 0% (Source: 2022-2023 DataQuest)			All: 0% (Source: 2024-2025 DataQuest)	All: 0% (Source: DataQuest)
1.13	Percentage of ACCESS parents who have discussed their child(ren)'s education and academic progress with his/her teacher(s)	70% (Source: 2023-2024 LCAP Survey)			In Progress	80% (Source: LCAP Survey)

2024-25 LCAP Goal 1 and Actions - Implementation Update

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

Family and student engagement reveals that the Parent Portal allows a venue for ongoing monitoring of student attendance and academic progress. We will ensure all students and families have access to pertinent student information in a variety of formats, such as Parent Portal and related messaging systems. We will provide trainings on the use of these systems to staff, parents, and students and offer computer stations for families to use in school offices to increase access. Through the Parent Portal and increased use of messaging, parents and students will be able to track daily attendance, receive important school announcements, monitor assignment completion, and raise awareness of school events to support families and students. By empowering families and students with these tools, OCDE will foster a culture of active involvement and advocacy for student achievement. We believe that this proactive approach will result in improved attendance rates and increased high school completion for all students, ultimately leading to greater success in their academic journeys.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
No	<p>Working collaboratively with educational partners remains a priority for OCDE school programs, with efforts focused on enhancing databases and communication tools to more widely share information.</p> <p>Highlights:</p> <ul style="list-style-type: none"> From July 2024 to January 2025, OCDE school staff sent 352 electronic school messages to a total of 53,915 recipients (students, families, and staff) using an automated messaging system. 	\$444,077	\$199,854

	<ul style="list-style-type: none"> ● ParentSquare, a communication and organization tool that allows parents and guardians to receive school-related information from multiple sources in one place, was piloted in selected OCDE schools at the start of 2024-25 school year and is expanding to additional OCDE school sites. ● Contracts for the existing student database system and parent communication tools have been renewed, and trainings have been provided to staff on the use of these resources. ● To maintain connectivity with our district partners, academic progress updates are provided to the districts for their students referred to an ACCESS community school or enrolled in an ACCESS institution school program. 		
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Goal 1 - Action 2: Family Engagement to Close Equity Gaps

Parent feedback reflects their interest in participating in inclusive school events that offer meaningful connections between families and their child’s teacher and provides school information and resources to support positive student outcomes. This is especially true for the families of our students have disabilities and students who are English learners, foster youth, and SED for whom engagement between the school and the home historically has been less accessible due to barriers including scheduling conflicts, the lack of transportation and child care, and the inability to interact with school staff in their home language. We will provide students and their families with transportation assistance via bus passes and more opportunities to participate in multilingual activities scheduled at a variety of times, such as parenting workshops and parent/school information sessions, that ensures accessibility for all and offers parents and students the knowledge necessary to navigate the educational system and to advocate for student needs. We are also increasing the budget to support staff attendance and participation at those events that occur outside the work day. Family engagement will lead to increased attendance, engagement, and academic achievement for students.

Through these collaborative efforts, we strive to create an environment where every student and family feels valued, supported, and empowered to succeed.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	<p>OCDE school programs are committed to offering valuable opportunities for families to engage in the educational process through genuine conversations, engaging events, and meaningful workshops.</p> <p>Highlights:</p> <ul style="list-style-type: none"> From July 2024 to January 2025, 182 events for families were held throughout OCDE school programs (20 in CONNECTIONS and 162 in ACCESS). These events were designed to promote school engagement, encourage input on school improvement, and strengthen school, family, and community partnerships. Additional events and activities will be held throughout the remainder of the school year. 	\$316,140	\$11,185

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

Students and parents shared their eagerness to continue co-curricular activities and extended learning to support student engagement, achievement, and pro-social development. For our students who are English Learners, foster youth, and SED who would not otherwise have access to these types of activities, experiences, and opportunities for expanded learning, the value of these activities is particularly relevant. Unduplicated pupil groups are at a disadvantage

when it comes to accessing opportunities occurring outside of the school and beyond the school day, and the lack of these valuable experiences limits their personal growth and negatively impacts student outcomes. Therefore, OCDE schools will provide students with extended learning opportunities (such as performing arts camp, field trips, additional classes and coursework, and hands-on workshops) and scholarships for low-income students that accelerate learning, increase positive, pro-social connections to school, build interpersonal skills, and encourage empowerment and collaborative team-building. Through an analysis of participant feedback and attendance data, we anticipate an overall increase in school attendance, a decline in suspension rates, heightened engagement, and improved student achievement and graduation rates, particularly among our unduplicated populations. By ensuring fair access and offering diverse opportunities for enrichment, we are laying the groundwork for every student to unlock their fullest potential.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	<p>Co-curricular activities in OCDE’s school programs are developed to expand the students’ horizons by providing them with engaging and hands-on experiential learning opportunities in interactive environments, both within the classroom and throughout their communities.</p> <p>Highlights:</p> <ul style="list-style-type: none"> ● Three library engagement programs are planned for Spring 2025 to provide library cards to participating OCDE students and familiarize program participants with the vast resources offered at the Orange County public libraries. ● Between July 2024 and January 2025, approximately 335 ACCESS students have participated in the Beat Lyric Leaders program that 	\$2,973,602	\$141,859

	<p>offers workshops to help young people develop their creativity, music skills, and business acumen as students learn to express themselves and collaborate with each other.</p> <ul style="list-style-type: none">• More than 100 ACCESS students joined the Oasis Arts weekly lessons for ten weeks to learn art-based therapy and art education programs at their school sites from July 2024 to January 2025.• During the first six months of the 2024-25 school year, ACCESS students at Lyon School and Sunburst Youth Academy participated in Makerspace-on-Wheels workshops where they explored STEAM careers by engaging in hands-on, project-based learning, including building ping-pong roller coasters and space landers.• In July 2024, 32 students from ACCESS community schools and institution schools were selected to participate in a two-week, immersive educational arts program in partnership with the Segerstrom Center for the Arts. Staff from OCDE school programs assisted in the implementation of this opportunity.• In the first semester of the 2024-25 school year, the Pacific Coast High School drama club performed their interpretation of The Addams Family: School Edition.• Beginning in November 2024, female students from Lyon School participated in a series of workshops		
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	<p>from Girls, Inc. on the topic of Trusting My Instincts to assist them in developing healthy relationships. Continuing next semester, Girls Inc. will provide the students with skill-building workshops covering leadership skills, money-management, and informed financial decision-making.</p> <ul style="list-style-type: none"> • School field trips supported by LCAP Goal 1 - Action 3 from July 2024 to the end of December 2024 included the Aquarium of the Pacific, the Santa Ana Zoo, Westwind Sailing, Tanaka Farms, the Old Santa Ana Courthouse and Museum, and the Columbia Memorial Space Center. 		
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Goal 1 - Action 4: Extended Learning Opportunities Principally Benefiting Students who are English Learners and their Families

Participation in extended learning activities has shown to significantly boost student engagement, resulting in positive outcomes for both students and their families. However, English Learners (EL) and their families, including Long Term English Learners (LTELs), enrolled in ACCESS often lack the ability to effectively engage in school activities due to language barriers and unfamiliarity with the educational system. To ensure equitable access to these opportunities, we are committed to providing students who are English Learners (EL) and their families with customized, language accessible programs and events specific to their needs. These initiatives include bilingual parent workshops and EL parent conferences, which serve as platforms for equipping parents and students with the knowledge and skills necessary to navigate the educational landscape effectively while offering insights on advocating for student needs and facilitating connections to community resources specifically tailored to support EL families. Enhancing engagement among EL students and their families will result in positive outcomes and improved academic achievement. Through these targeted efforts, we are fostering supportive, culturally responsive environments where every EL student can thrive academically and socially.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	<p>OCDE empowers students who are English Learners and their families through welcoming, inclusive activities and events that build language development and strengthen their connection to the school community.</p> <p>Highlights:</p> <ul style="list-style-type: none"> • From July 2024 to January 2025, six District English Learner Advisory Committee (DELAC) meetings were held to offer the families of OCDE students who are English Learners opportunities to learn more about the language services available in OCDE school programs. A total of 123 ACCESS parents have attended the events. • From July 2024 to January 2024, ACCESS administrative regions conducted six school-level English Learner Advisory Committee (ELAC) meetings to provide parents of English Learners an opportunity to learn more about the school program offered to their children and share their ideas for additional support services for students who are multilingual learners. • Program staff are exploring possible vendors to participate in a conference for the families of OCDE students who are English Learners to empower the participants with information on how to support their 	\$261,126	\$65,591

	children in academic development, language acquisition, and college and career readiness.		
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Goal 1 - Action 5: Healthy and Positive School Environments

Feedback gathered from focus groups with staff, families, and partners, empathy interviews with students, OCDE LCAP surveys, and the Conditions of Children in Orange County report highlight the ongoing need to prioritize safe and nurturing school environments, while also emphasizing the importance of fostering a positive school climate. To comprehensively address these concerns, we are dedicated to ensuring that every student and staff member has access to environments that are safe, inclusive, and conducive to learning. This commitment entails ongoing initiatives such as soliciting recommendations from the Site Safety Committee, procuring necessary safety equipment, and deploying Wellness/Restorative staff in our schools to offer crucial support and guidance to students during moments of stress or conflict. Our school nurses will also play a vital role in promoting health and wellness by providing guidance on making healthy choices, conducting vision and hearing screenings, and facilitating access to health-related services for students and families in need. Similarly, we recognize the importance of equipping our staff with the necessary tools and strategies to cultivate a positive school climate, and we will offer comprehensive trainings focused on Restorative Practices, alternatives to suspension, and positive classroom management techniques so students are able to stay in school and participate fully in their learning. By nurturing a culture where students and staff feel cared for and respected, we anticipate a corresponding increase in attendance rates and, ultimately, an improvement in student outcomes across the board.

This action is driven by our goals and the work of Differentiated Assistance in support of Priority 4, Student Achievement and Priority 5, Chronic Absenteeism/Graduation Rate, Priority 8, CCI/Student Outcomes

Metrics: 1.1, 1.5, 1.6, 1.7, 1.9

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
No	<p>OCDE school programs are dedicated to creating safe and supportive school communities that prioritize students' physical and emotional well-being within an inclusive learning environment.</p> <p>Highlights:</p> <ul style="list-style-type: none"> • From July 2024 to January 2025, Art and Creativity for Healing provided 292 art workshops across 25 ACCESS sites to offer students step-by-step art instruction supporting student positive mental health practices. • During the first six months of the 2024-25 school year, Sports Haven Project provided activities to ACCESS students at Sunburst Youth Academy to promote positive relationship skills, self-awareness, and responsible decision-making through structured sports activities using teamwork, communication, and emotional regulation. 	\$2,750,013	\$933,471

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

Enrollment data for the 2023-24 school year reveals that while 63% of our students are designed as socioeconomically disadvantaged (SED), 12.4% of students are also experiencing homelessness, which creates significant barriers to students' education and impedes their ability to thrive academically. A review of site-level data during this period highlighted the fact that students' most pressing educational needs continue to be access to school supplies for

homework, reliable transportation to and from school, continuity in educational programs, and engaging extended-day opportunities. To address these challenges, we will leverage both school funds and donations from community partnerships to support identified students and their families with essential items such as food, clothing, shoes, school transportation aid via bus passes, and basic school supplies. By ensuring that these fundamental necessities are met, OCDE's school programs aim to promote regular school attendance among identified students, resulting in improved attendance rates, increased participation in class activities, reduced learning gaps, and enhanced achievement in reading and math as evidenced by local and State standardized assessments.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	<p>OCDE teams develop essential services, resources, and programs to deliver targeted support for students facing socio-economic challenges or homelessness to encourage positive attendance and help prevent academic setbacks.</p> <p>Highlights:</p> <ul style="list-style-type: none"> ● Between July 2024 and December 2024, Title I Family Engagement staff provided essential support and resources to 290 families of ACCESS students who are homeless to promote student health and wellness and positive academic outcomes. Supports included housing navigation, connection to community resources, bus passes, backpacks, and school supplies. ● To remove barriers to school attendance and support student academic achievement, two Family Resource Centers, located at the ACCESS Skyview 	\$1,252,067	\$474,545

	<p>and San Juan sites, provided 150 students and their families with school supplies, emergency clothing, and hygiene items between the months of July 2024 and December 2024. In addition, the Food Pantries located at the Centers distributed 69,646 pounds of fresh produce and groceries to families to help alleviate food insecurity.</p> <ul style="list-style-type: none"> ● Funding continued for OCDE staff associated with this action. 		
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Goal 1 - Action 7: School-Based Mental Health Services

Feedback from parents, teachers, and students demonstrates a strong desire to enhance our school-based mental health services for students, with a particular focus on integrating physical activities to help alleviate stress. Students who are identified as socioeconomically disadvantaged (SED), foster youth, or those experiencing homelessness often struggle with heightened levels of anxiety and depression due to environmental instability issues beyond their control, and these obstacles frequently manifest in decreased academic performance stemming from increased absenteeism.

To support our students who experience these challenges, we have implemented a multi-tiered system of support, which includes incorporating physical fitness alongside a range of mental health services tailored to meet students' individual needs. Teachers note that students who participate in these support services demonstrate improved attendance, particularly on the days of their counseling sessions. We believe this trend contributes to a student's resiliency, fostering greater self-confidence and self-efficacy, leading to sustained attendance and academic achievement, especially among students who are SED, foster youth, or experiencing homelessness.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	<p>Students in OCDE school programs who are experiencing social-emotional challenges receive support and resiliency strategies from trained professionals to improve their mental health and wellness leading to positive school attendance and academic success.</p> <p>Highlights:</p> <ul style="list-style-type: none"> • In the first semester of the 2024-25 school year, Tilly’s Life Center provided a 12-week program of experiential learning, journal writing, open discussion, art, role playing, group projects, and hands-on activities for over 200 ACCESS students to support academic progress, interpersonal skills, and career development. • From July 2024 through December 2024, Partners4Wellness (P4W) provided specialized workshops to students at six ACCESS sites. Workshop topics included healthy relationships, communication, anxiety, and social emotional learning. P4W also offered referral services for students in the areas of family dynamics, academic engagement, and health-related challenges with a wraparound approach that included support services for the family. 	\$1,682,829	\$411,906

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

Students who are foster youth, socio-economically disadvantaged (SED), and/or English learners face significant challenges in their progress toward graduation due to frequent changes in school placements and housing arrangements, difficulty understanding how to navigate unfamiliar education systems, and limited access to essential resources like food, clothing, and transportation. To mitigate the systemic barriers, our schools will provide specialized staff to conduct thorough transcript audits, develop tailored education plans, prepare updates for juvenile court proceedings, and analyze graduation requirements. Through strategically targeted supports for our unduplicated student populations we will establish a clear path to academic success with a focus on student groups who are faced with additional barriers to achievement. These structured interventions will empower students and families to overcome obstacles in order to reduce the number of students who drop out and improve graduation rates by equipping them with the necessary skills and resilience for a successful transition into the community, post-secondary education, and the workforce.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	<p>OCDE dedicates staff and resources to preparing students for successful transitions in school, career, and life, celebrating that success is a personalized measure based on each student's unique circumstances and needs.</p> <p>Highlights:</p> <ul style="list-style-type: none"> Between July 2024 and January 2025, academic school counselors in ACCESS conducted 500 Student Intervention Team (SIT) meetings to discuss individual student needs and provide an effective support system for general education students that will generate strategic interventions for students who are experiencing challenges in 	\$1,669,900	\$921,758

	<p>learning or behavior difficulties at school. In addition to the school counselor, SIT meetings are attended by the student, family members, teacher, and other school staff.</p> <ul style="list-style-type: none"> • Academic school counselors completed 3,768 transcript evaluations for ACCESS students between July 2024 and January 2025 to determine progress toward graduation and academic next steps, including resources and supports to assist the students on their path to high school completion and post-secondary readiness. • Funding continued for OCDE staff associated with this action. 		
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Goal 1 - Action 9: Mental Health Services for Students with Disabilities

Students with disabilities (SWD) enroll in OCDE school programs with diverse mental health needs that require thoughtful consideration and individualization. The nature and severity of the students' disabilities can significantly influence the efficacy of mental health interventions and their academic performance. A considerable number of SWD require highly specialized counseling services, often emphasizing behavioral strategies over cognitive approaches. These services will be delivered by school psychologists, behaviorally-trained mental health clinicians, and other licensed behaviorists who work for the school and are specifically trained to work with this unique population of students. Through a tailored approach to supporting the mental health needs of students with disabilities, student well-being and academic success will increase.

This action is driven by our goals and the work of Differentiated Assistance in support of Priority 4, Student Achievement and Priority 5, Chronic Absenteeism/Graduation Rate, Priority 8, CCI/Student Outcomes

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
No	<p>OCDE's team of specialized staff continues to offer personalized services to students with disabilities, enabling the students to actively engage in their school program and achieve success.</p> <p>Highlights:</p> <ul style="list-style-type: none"> • Throughout the first six months of the 2024-25 school year, an average of 145 students with IEPs received individualized and targeted special education services each month. • Funding continued for OCDE staff associated with this action. 	\$2,934,548	\$1,206,513

Goal 2

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of EL students making progress toward English language proficiency or maintaining the highest level attainable (ELPI).	OCDE: 18.5% ACC: 20.4% AJH: 4.6% OCCS: Data Not Available CONNECTIONS: 10.3% (Source: 2023 CA Dashboard, English Learner Progress Indicator-ELPI)			OCDE: 41.8% ACC: 42.3% AJH: 40.5% OCCS: Data Not Available CONNECTIONS: 17.6% (Source: 2024 CA Dashboard, English Learner Progress Indicator-ELPI)	OCDE: 30% ACC: 35% AJH: 15% OCCS: 60% CONNECTIONS: 15% (Source: CA Dashboard, English Learner Progress Indicator-ELPI)
2.2	Percentage of students who "Meet/Exceed" or "Nearly Meet" Standard on the ELA SBAC	OCDE All: 18.66% EL: 1.33% LTEL: 1.0% LI: 13.28% OCCS All: 74.4% Hisp: 63.6% LI: 59.5% CONNECTIONS All/SWD: 8.6% LI: 5.7% (Source: DataQuest 2023 CAASPP Results)			OCDE All: 43.1% EL: 17.3% LTEL*: 19.0% LI: 38.0% OCCS All: 86.0% Hisp: 80.4% LI: 73.2% CONNECTIONS All/SWD: 10.6% LI: 11.1% * New student group in 2024. (Source: Data Quest 2024 CAASPP Results)	OCDE All: 35% EL: 15% LTEL: 12% LI: 20% OCCS All: 80% Hisp: 75% LI: 70% CONNECTIONS All/SWD: 20% LI: 18% (Source: DataQuest CAASPP Results)
2.3	Percentage of students who "Meet/Exceed" or "Nearly Meet" Standard on the Math SBAC	OCDE All: 8.25% EL: 1.44%			OCDE All: 20.0% EL: 5.4%	OCDE All: 25% EL: 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		LTEL: 0% LI: 3.15% Hisp. 4.43% OCCS All: 57.9% Hisp: 40.5% LI: 37.8% (Source: DataQuest 2023 CAASPP Results)			LTEL*: 6.2% LI: 12.8% Hisp. 12.0% OCCS All: 60.0% Hisp: 37.2% LI: 40.0% * New student group in 2024. (Source: DataQuest 2024 CAASPP Results)	LTEL: 10% LI: 10% Hisp. 10% OCCS All: 80% Hisp: 70% LI: 70% (Source: DataQuest CAASPP Results)
2.4	Percentage of ACCESS students scoring "on or above grade level" on the i-Ready Reading assessment	All: 20% EL: 6% LI: 11% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: i-Ready database, 2023-2024 Reading Results)			In Progress	All: 37% English Learners: 20% LI: 20% FY: tracking this data locally, may not be able to publicly report due to small group size/confidentiality (Source: i-Ready database, Reading Results)
2.5	Percentage of ACCESS students reflecting "on or above grade level" on the i-Ready Math assessment	All: 14% English Learners: 4% LI: 7% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality			In Progress	All: 30% EL: 15% LI: 10% FY: tracking this data locally, may not be able to publicly report due to small group size/confidentiality

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Source: i-Ready database, 2023-24, Math results				(Source: i-Ready database, Final Diagnostic)
2.6	Reclassification Rate (All EL Students/All ELPAC Levels) Reclassification Rate (Eligible Students/ELPAC Level 4 Only)	3.3% of all English Learners were reclassified (RFEP) 71.4% of eligible/ELPAC Level 4 English learners were reclassified (RFEP) Source: Aeries database, 2023-24, RFEP count and Title III database/ELPAC Level 4			In Progress	6% of all English Learners were reclassified (RFEP) 90% of eligible/ELPAC Level 4 English learners were reclassified (RFEP) (Source: Aeries database RFEP count and Title III database/ELPAC Level 4)
2.7	Percentage of high school graduates "Prepared" or "Approaching Prepared" as reflected on the Dashboard College and Career Indicator	Prepared or Approaching Prepared on the CCI Indicator: 6.9% (OCDE/LEA) CCI: PREPARED: OCDE: All: 2.2% EL: 0.5% FY: 2.4% Hisp: 1.3% HL: 0.4% LI 1.0% SWD: 0.0% Wh: 0.6% ACC: All: 0.3% EL: 0.0% Hisp: 1.3% HL: 0.4% LI: 1.0% SWD: 0.0%			Prepared or Approaching Prepared on the CCI Indicator: % CCI: PREPARED: OCDE: All: 2.1% EL: 0% LTEL*: 0% FY: 0% Hisp: 0.6% HL: 1.4% LI 1.2% SWD: 1.2% Wh: 6.6% ACC: All: 1.5% EL: 0% LTEL*: 0% Hisp: 0.5%	Prepared or Approaching Prepared on the CCI Indicator: 20% (OCDE/LEA) CCI: PREPARED: OCDE: All: 10% EL: 10% FY: 10% Hisp: 10% HL: 10% LI 10% SWD: 10% Wh: 10% ACC: All: 8% EL: 8% Hisp: 8% HL: 8% LI: 8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Wh: 4.6% AJH: All: 1.0% EL: 2.9% Hisp: 1.7% HL: 0.0% LI: 1.0% SWD: 0.0% OCCS: All: 13.8% CONNECTIONS: All/SWD: 0.0% CCI: APPROACHING PREPARED OCDE: 4.7% ACC: 4.1% AJH: 0% OCCS: 11.9% (Source: 2023 CA Dashboard & Dashboard Additional Report)			HL: 1.2% LI: 1.6% SWD: 0% Wh: 3.2% AJH: All: 0% EL: 0% LTEL*: 0% Hisp: 0% HL: 0.0% LI: 1.0% SWD: 0.0% OCCS: All: 10.8% CONNECTIONS: All/SWD: 2.7% CCI: APPROACHING PREPARED OCDE: 3.5% ACC: 2.0% AJH: 0.0% OCCS: 21.6% * New student group in 2024 (Source: 2024 CA Dashboard & Dashboard Additional Report)	SWD: 8% Wh: 8% AJH: All: 5% EL: 5% Hisp: 5% HL: 5% LI: 5% SWD: 5% OCCS: ALL: 20% CONNECTIONS: All/SWD: 5% CCI: APPROACHING PREPARED OCDE: 10% ACC: 10% AJH: 5% OCCS: 22% (Source: CA Dashboard & Dashboard Additional Report)
2.8	Percentage of 11th grade students demonstrating college readiness on the EAP assessment	English Language Arts (ELA): 5.1% Math: 1.8%			English Language Arts (ELA): 5.7% Math: 1.1% (Source 2023-2024 DataQuest/CAASPP Results)	English Language Arts (ELA): 10% Math: 10% (Source: DataQuest/CAASPP Results)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		(Source 2022-2023 DataQuest/CAASPP Results)				
2.9	Percentage of graduating students meeting the a-g requirements	1.1% (Source: 2022-2023 CA Dashboard Additional Reports)			20.0% of the 2024 graduates met the A-G requirements. Dashboard - 2024 Additional Reports	10% (Source: CA Dashboard Additional Reports)
2.10	Percentage of students completing both A-G and CTE sequence or program	0.1% (Source: 2022-2023 CA Dashboard Additional Reports)			0.1% (Source: Dashboard - 2024 Additional Reports)	5% (Source: CA Dashboard Additional Reports)
2.11	Number of CTE Pathways	3 CTE Pathways developed (Source: CTE program office/CALPADS Report #3.15/2022-2023)			In Progress	8 CTE Pathways developed (Source: CTE program office/CALPADS Report #3.15)
2.12	The percentage of students passing Advanced Placement Exams	This metric is not applicable, as OCDE schools do not offer Advanced Placement (AP) courses.			This metric is not applicable, as OCDE schools do not offer Advanced Placement (AP) courses.	Not Applicable
2.13	Percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with State Board of Education-approved career technical education standards and frameworks (CTE Completion Rate)	2.6% (Source: 2023 CA Dashboard Additional Reports)			0.6% (Source: 2024 CA Dashboard Additional Reports)	10% (Source: CA Dashboard Additional Reports)

2024-25 LCAP Goal 2 and Actions - Implementation Update

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

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

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	<p>For students in OCDE school programs who are academically behind and experiencing Adverse Childhood Experiences (ACEs), the extra layer of personalized support from highly-trained instructional staff is essential in establishing a solid foundation for academic and social growth.</p> <p>Highlights:</p> <ul style="list-style-type: none"> • Students in the ACCESS community schools received 688 hours of in-person, individualized 	\$1,559,314	\$665,100

	<p>tutoring support from July 2024 to December 2024.</p> <ul style="list-style-type: none"> • A specialist in the field of mathematics worked directly with students in ACCESS classrooms for a total of 275 hours between July 2024 and January 2025 to improve grade-level competency. • A specialist in the field of linguistic growth and literacy worked directly with aACCESS students for a total of 270 hours between July 2024 and January 2025 to enhance students' language development. • Funding continued for OCDE staff associated with this action. 		
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Goal 2 - Action 2: College/Career Exploration Opportunities Principally Benefiting Students who are Low-Income/SED

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

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures

Yes	<p>Offering OCDE students opportunities for college and career exploration is a key element of OCDE’s vision of ensuring that Orange County students lead the nation in college and career readiness and success.</p> <p>Highlights:</p> <ul style="list-style-type: none"> • From July 2024 to December 2024, the Title I Transition Specialists in ACCESS community schools have been instrumental in supporting students’ post-secondary success. They have delivered 14 college/career readiness classroom presentations; organized 22 individual and group field trips, provided assistance with submitting 13 financial aid applications, and helped 33 students with college enrollment. In addition, career preparation efforts included conducting 30 career assessments, assisting 136 students in creating resumes, and submitting 109 job applications, resulting in 37 students obtaining employment and 16 enrolling in job training programs. • Of the four, week-long career readiness events planned for 2024-25, one event was completed in November and the remaining three are calendared. All four events will be completed by the end of March 2025. 	\$140,402	\$27,929
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Goal 2 - Action 3: College/Career Exploration Opportunities for Students who are Foster Youth

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

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	<p>To help foster youth set goals and build successful futures, OCDE schools provide opportunities specifically designed for students in out-of-home care and their caregivers.</p> <p>Highlights:</p> <ul style="list-style-type: none"> • From July 2024 to January 2025, 22 seniors in foster care enrolled with ACCESS are receiving tailored case management and/or direct educational services, and OCDE Foster Youth Services Coordinating Program’s (FYSCP) Educational Liaisons have provided post-secondary pathways-related services to approximately 30% of twelfth grade ACCESS or Connections students in foster care, including college and career support services. • The FYSCP team has prioritized sharing critical resources on FAFSA completion and financial aid opportunities specifically designed for foster youth, such as the \$5,000 Chafee Grant, CalKids, and the Orangewood Foundation Undergraduate 	\$112,692	\$54,747

	<p>Scholarship. Additionally, Educational Liaisons equip ACCESS teams with information on foster youth-friendly college programs, including Guardian Scholars, NextUp, EOPS, and on-campus housing options, ensuring students have access to comprehensive support systems</p> <ul style="list-style-type: none"> ● FYSCP continues to deliver a full spectrum of support services, including detailed updates on post-secondary transition plans shared at Child and Family Team (CFT) meetings with social services agencies, personalized college tours, and coordinated warm handoffs to higher education institutions to ensure OCDE foster youth are equipped for a seamless transition into their post-secondary journey. ● Funding continued for OCDE staff associated with this action. 		
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Goal 2 - Action 4: Individualized Academic Support for Students who are Foster Youth in Group Homes/Short-Term Residential Therapeutic Programs (STRTP)

The Title I Program of the Orange County Department of Education receives federal funding to support the educational needs of foster youth in Orange County group homes/STRTPs. Students who are in the foster care system and reside in group home/STRTP placements have various academic barriers due to multiple school placements, truancy, credit deficiencies, drug abuse, health and behavioral needs, and challenging interpersonal dynamics. To address academic gaps, OCDE will provide individualized academic support and tutoring to students in the group home/STRTP to enhance access to the curriculum, increase scholastic achievement, and offer guidance and support to group home/STRTP staff to enrich their ability to assist in the academic development of the youth. When students are able to experience success, self-esteem, attendance, and behavior improves and they begin to take ownership of their academic futures.

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

This action is driven by our goals and the work of Differentiated Assistance in support of Priority 4, Student Achievement and Priority 5, Chronic Absenteeism/Graduation Rate, Priority 8, CCI/Student Outcomes
 Metrics: 1.1, 1.5, 1.6, 1.7, 1.9

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
No	<p>As a county office of education, OCDE is committed to providing educational support to youth in residential facilities across Orange County, empowering them to overcome obstacles to academic achievement and pave the way for successful futures.</p> <p>Highlights:</p> <ul style="list-style-type: none"> • Students in Orange County group homes/STRTPs received 946 hours of direct, individualized, in-person academic tutoring support from July 2024 to December 2024. • In the first semester of the 2024-25 school year, OCDE FYSCP Educational Liaisons have provided 	\$675,870	\$359,076

	<p>1,607 services to 434 students in Orange County Short-Term Residential Therapeutic Programs (STRTP) and Orangewood Children and Family Center, including participation in school and child welfare meetings, education updates and reports to Child Welfare and Probation, college and career support services, education case management, reengagement, education intervention, graduation support, school stability, school transition, and school transportation coordination.</p> <ul style="list-style-type: none"> • To support the vulnerable youth entering the Orangewood Children and Family Center, the WellEd team from OCDE recently partnered with the County of Orange Social Services Agency to transform four key areas of the facility using trauma-informed and biophilic design with the help of grant funding awarded to the OCDE Foster Youth Services Coordinating Program. These research-backed methods aim to create spaces of calm that promote well-being and recovery. • Funding continued for OCDE staff associated with this action. 		
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Goal 2 - Action 5: Academic Support for Students who are English Learners

Students who are English Learners (EL) enroll in OCDE's school programs with varied academic challenges due to language barriers and credit deficiencies. To address educational needs, academic support, including language

acquisition programs, tutoring, EL curriculum, supplemental materials, educational technology, reading books, and literacy software specific to the needs of English Learners, will be provided to enhance access to the curriculum and increase scholastic achievement. In addition, specialized instructional staff will support teachers in the implementation of ELD standards for English learners, including professional development specifically designed for teachers to support students in the development of academic English. When students are able to experience success, attendance and behavior improves and they begin to take pride in their accomplishments and gain momentum on their educational journey, resulting in improved reclassification rates, English proficiency, and closing achievement gaps for English learners.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	<p>To assist students who are English Learners with an emphasis on equity, OCDE schools collaborate with students and their families to respect their home language while equipping them with the resources needed to strengthen their proficiency in a second language.</p> <p>Highlights:</p> <ul style="list-style-type: none"> ● Students who are English Learners in ACCESS community schools and institution schools received 4160 hours of targeted tutoring support for their language development from July 2024 to December 2024. ● From July 2024 to December 2024, 16 students who were previously designated as “English Learners” were reclassified to “Fluent English Proficient” status. 	\$3,079,892	\$1,515,784

	<ul style="list-style-type: none"> Funding continued for OCDE staff associated with this action. 		
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Goal 2 - Action 6: Individualized Academic Support for Students who are Adjudicated

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

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	<p>Students in Orange County juvenile facilities enroll in OCDE's institution school programs facing numerous barriers to academic success, requiring personalized and intensive support services aimed at equipping them with the tools needed to improve academic performance and build a stronger sense of civic responsibility.</p> <p>Highlights:</p> <ul style="list-style-type: none"> From July 2024 to December 2024, Title I Transition Specialists assisted 287 students in OCDE's institution schools to return to their district school, 	\$7,132,092	\$3,666,576

	<p>73 students enrolled in an ACCESS community school, 2 obtained employment, 3 completed the FAFSA application, 3 enrolled in college, and 1 entered a job training program.</p> <ul style="list-style-type: none"> • Students in the OCDE institution schools received 131 hours of direct, individualized tutoring support from July 2024 to December 2024. • Funding continued for OCDE staff associated with this action. 		
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Goal 2 - Action 7: Career Technical Education Opportunities for All Students, Including Students with Disabilities

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

This action is driven by our goals and the work of Differentiated Assistance in support of Priority 4, Student Achievement and Priority 5, Chronic Absenteeism/Graduation Rate, Priority 8, CCI/Student Outcomes

Metrics: 1.1, 1.5, 1.6, 1.7, 1.9

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
No	<p>Offering OCDE students hands-on learning experiences in career fields that align with their interests is a key component of a comprehensive and well-rounded educational program that is designed to meet the unique needs of our student population.</p> <p>Highlights:</p> <ul style="list-style-type: none"> ● LCAP funding continued to support comprehensive, state of the art, hands-on graphic media production and digital fabrication programs at two OCDE school sites to teach students design skills, technical applications, and entrepreneurship. ● From July 2024 to December 2024, 73 students in ACCESS school programs completed a CTE course with a grade of C or higher. ACCESS also added 67 additional CTE courses to its program for a total of 7 CTE pathways. A CTE pathway is a sequence of specialized courses within a CTE program designed to provide students with the academic and technical skills needed to pursue a specific career field, often including hands-on learning and industry-relevant experiences, ultimately preparing them for post-secondary education or direct entry into the workforce ● Funding continued for OCDE staff associated with this action. 	\$1,335,938	\$99,924

Goal 2 - Action 8: Targeted Services to Support the Academic Development of Long-Term English Learners (LTELs)

Long-Term English Learners (LTELs) are English Learner students who have been enrolled in a school in the United States for six years or more and have not been reclassified as fluent English proficient due to ongoing challenges in acquiring the necessary literacy skills. OCDE schools will offer targeted services to support LTELs to ensure equity in education, recognizing that every student deserves to receive an engaging educational experience. By focusing on enhancing English proficiency and other necessary skills for comprehension and improved communication, students will experience increased confidence and engagement in learning, leading to overall better outcomes, and prepare LTELs for college and career readiness, ensuring they have the language skills necessary for future success.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	<p>Supporting Long-Term English Learners (LTELs) is crucial to ensure equity in education, as we help the students to gain the literacy and communication skills needed for academic success, greater confidence, and college and career readiness.</p> <p>Highlights:</p> <ul style="list-style-type: none"> OCDE is conducting a needs assessment for students who are English Learners to strategically determine greatest area of need. 	\$406,487	\$0

Goal 2 - Action 9: Advanced Technical Education to Close Equity Gaps

Creating advanced technical learning centers for ACC students will bridge the gap in educational opportunities by providing access to state-of-the-art resources and training facilities that the students may not otherwise have which will promote improved school attendance and academic achievement as students become increasingly engaged in exploring exciting new fields of study. The centers will empower all students, but particularly benefit students who are socioeconomically disadvantaged (SED) as they develop marketable skills and pursue rewarding careers in larger scale, modern facilities.

OCDE’s advanced technical learning centers will serve as an avenue to economic stability for our unduplicated student groups by equipping them with in-demand technical skills and paving the way to higher-paying jobs that will improve their socioeconomic status and that of their families. The centers will also help address disparities in representation within technical fields. By supporting unduplicated student groups, they will promote diversity and inclusion in industries where these students are traditionally underrepresented, which benefits the students who are SED and enriches the workforce by bringing diverse perspectives and experiences to the industry. Mentorship, career counseling, and career networking opportunities at the centers will help students navigate the complexities of the technical job market, succeed in their chosen fields, secure better livelihoods and positively impact their communities. Empowering ACC students to achieve their full potential promotes equity and taps into a pool of talent and innovation that might otherwise go unnoticed, leading to more inclusive and prosperous communities where individuals from all backgrounds have the opportunity to thrive and contribute.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	Advanced technical learning centers for ACC students is vital for bridging the gap in educational opportunities by equipping students, especially those who are socioeconomically disadvantaged, with the technical skills needed for academic success, career advancement, and economic stability, while promoting diversity, inclusion, and	\$3,500,000	\$854,580

	<p>greater representation in technical fields.</p> <p>Highlights:</p> <ul style="list-style-type: none">• Staff is exploring the feasibility of developing a flexible culinary arts program that can reach additional students at more ACCESS sites.• As of July 2024, CTE courses were expanded to five ACCESS sites with additional CTE instructors funded through this LCAP action.		
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Goal 3

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of fully credentialed and appropriately assigned teachers as measured by the OCDE HR Credentialing Annual Audit	100% of teachers are fully credentialed and appropriately assigned as measured by the OCDE HR Credentialing Annual Audit in 23-24 (Source: 2023-2024, OCDE Human Resources)			In Progress	100% of teachers are fully credentialed and appropriately assigned as measured by the OCDE HR Credentialing Annual Audit (Source: OCDE Human Resources)
3.2	Percentage of OCDE students with access to Standards-Aligned Instructional Materials, as measured by Priority 1 (Basic Services) on the Local Indicator report	100% of students have access to standards-aligned instructional materials in the 23-24 school year (Source: 2024 CA Dashboard Local Indicator, Priority 1-Basic Services)			In Progress	100% of students have access to standards-aligned instructional materials as measured by Priority 1 (Basic Services) on the Local Indicator report (Source: CA Dashboard Local Indicator, Priority 1-Basic Services)
3.3	Percentage of OCDE facilities in "Good" Repair Measured by Facility Inspection Tool (FIT), reported in Priority 1 (Basic Services) on the Local Indicator	100% of OCDE facilities in "good" repair as measured by the Facility Inspection Tool (FIT) in the 23-24 school year			In Progress	100% of OCDE facilities in "good" repair as measured by the Facility Inspection Tool (FIT) reported in Priority 1 (Basic Services) on the Local Indicator

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		(Source: 2024 CA Dashboard Local Indicator, Priority 1)				(Source: CA Dashboard Local Indicator, Priority 1)
3.4	Percentage rate of Academic State Standards' implementation as measured by Priority 2 (Implementation of State Academic Standards) on the Local Indicator	100% implementation of required California Academic State Standards across all OCDE schools in the 23-24 school year. (Source: 2024 CA Dashboard Local Indicator, Priority 2 A and B)			In Progress	100% implementation of required California Academic State Standards across all OCDE schools. (Source: CA Dashboard Local Indicator, Priority 2 A and B)
3.5	Percentage of OCDE students with access to and enrollment in a broad course of study. The extent to which students have access to, and are enrolled in a broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable, including the programs and services developed and provided to unduplicated pupils and students with exceptional needs, as measured by Priority 7 (Access to a Broad Course of Study) on the Local Indicator	100% of OCDE students have access to and enrollment in a broad course of study. The extent to which students have access to, and are enrolled in a broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable, including the programs and services developed and provided to unduplicated pupils and students with exceptional needs in the 23-24 school year. (Source: 2024 CA Dashboard Local Indicator, Priority 7)			In Progress	100% of OCDE students have access to and enrollment in a broad course of study. The extent to which students have access to, and are enrolled in a broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable, including the programs and services developed and provided to unduplicated pupils and students with exceptional needs (Source: CA Dashboard Local Indicator, Priority 7)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.6	<p>Foster Youth: Average rating demonstrating the level of implementation of coordination of services for foster youth based on the CA Dashboard Local Indicator Rubric (out of a possible score of 5) measuring service program components for foster youth in OCDE schools:</p> <p>1 - Exploration and Research Phase</p> <p>2 - Beginning Development</p> <p>3 - Initial Implementation</p> <p>4 - Full Implementation</p> <p>5 - Full Implementation and Sustainability</p>	<p>23-24 school year average rating was 3.5 out of 5 on the 23-24 CA Dashboard Local Indicator Implementation Scale, indicating a status between initial and full implementation of the coordinated service program components for foster youth</p> <p>(Source: 2024 Local Indicator Report, Priority 10)</p>			In Progress	<p>An average rating of 5.0 out of 5.0 on the CA Dashboard Local Indicator Implementation Scale, reflecting full Implementation and Sustainability of the coordinated service program components for foster youth</p> <p>(Source: OCDE Foster Youth Services Program)</p>
3.7	<p>Average rating demonstrating level of implementation based on the CA Dashboard Local Indicator Rubric (out of a possible score of 5) measuring the provision of professional learning for teachers to support recently adopted academic standards and/or curriculum frameworks.</p> <p>1 - Exploration and Research Phase</p> <p>2 - Beginning Development</p> <p>3 - Initial Implementation</p> <p>4 - Full Implementation</p>	<p>23-24 school year average rating was 3.4 out of 5 on the 23-24 CA Dashboard Local Indicator Implementation Scale, indicating a status between initial and full implementation in our progress toward providing professional learning for teachers to support recently adopted standards and/or curriculum frameworks.</p>			In Progress	<p>An average rating of 5.0 out of 5.0 on the CA Dashboard Local Indicator Implementation Scale, indicating Full Implementation and Sustainability in our progress toward providing professional learning for teachers to support recently adopted standards and/or curriculum frameworks.</p> <p>(Source: Local Indicator Report, Priority 2)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	5 - Full Implementation and Sustainability	(Source:2024 Local Indicator Report, Priority 2)				
3.8	<p>Expelled Youth: Average rating demonstrating level of implementation based on the CA Dashboard Local Indicator Rubric(out of a possible score of 5) measuring service program components for expelled youth in OCDE schools:</p> <p>1 - Exploration and Research Phase</p> <p>2 - Beginning Development</p> <p>3 - Initial Implementation</p> <p>4 - Full Implementation</p> <p>5 - Full Implementation and Sustainability</p>	<p>23-24 school year average rating was 4.0 out of 5 on the 23-24 CA Dashboard Local Indicator Implementation Scale, indicating a status between initial and full implementation in our progress toward providing professional learning for teachers to support recently adopted standards and/or curriculum frameworks.</p> <p>(Source: 2024 Local Indicator Report, Priority 9)</p>			In Progress	<p>An average rating of 5.0 out of 5 on the CA Dashboard Local Indicator Implementation Scale, indicating a status between initial and full implementation in our progress toward providing professional learning for teachers to support recently adopted standards and/or curriculum frameworks.</p> <p>(Source: 2024 Local Indicator Report, Priority 9)</p>

2024-25 LCAP Goal 3 and Actions - Implementation Update

Goal 3 - Action 1: Facilities Maintenance

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

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
No	<p>OCDE recognizes that effective teaching and learning require environments that are safe, inviting, and properly maintained for both staff and students.</p> <p>Highlights:</p> <ul style="list-style-type: none"> Facility work orders continue to be addressed in a timely manner by a team of skilled employees. From July 1, 2024 to December 31, 2024, a total of 1,158 work orders were received from OCDE schools with 1,068 completed for a completion rate of 92%. Funding continued for OCDE staff associated with this action. 	\$1,373,295	\$355,177

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

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

This action is driven by our goals and the work of Differentiated Assistance in support of Priority 4, Student Achievement and Priority 5, Chronic Absenteeism/Graduation Rate, Priority 8, CCI/Student Outcomes

Metrics: 1.1, 1.5, 1.6, 1.7, 1.9

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
No	<p>OCDE school programs rely on a diverse team of highly skilled professionals dedicated to supporting the academic success of each student through the use of relevant and appropriate curriculum, materials, and additional resources.</p> <p>Highlights:</p> <ul style="list-style-type: none"> Curriculum and supplemental educational resources continue to be purchased and made available to staff, including online reading and math intervention 	\$42,658,782	\$18,714,692

	<p>subscriptions, handwriting curriculum, and a robust learning management system.</p> <ul style="list-style-type: none"> Funding continued for OCDE staff associated with this action. 		
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Goal 3 - Action 3: Coordination of Services for Expelled Youth

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

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
No	<p>As a county office of education, OCDE is tasked with managing the coordination of educational support services for students who have been expelled from their Orange County schools and are enrolled in the ACCESS program.</p> <p>Highlights:</p> <ul style="list-style-type: none"> Fifty-four expelled students are currently enrolled in the ACCESS program. Of that number, 31 were enrolled between July 2024 and January 2025, while ten formerly expelled students were able to successfully meet the requirements to be allowed to 	\$791,439	\$206,644

	<p>return to their district school during that same time period. No students were expelled from an ACCESS school.</p> <ul style="list-style-type: none"> • Of the expelled students enrolled in ACCESS, two met the requirements for high school graduation between July 2024 and January 2025. • Funding continued for OCDE staff associated with this action. 		
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Goal 3 - Action 4: Coordination of Services for Orange County Foster Youth

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

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
No	As a county office of education, OCDE is responsible for working with district schools to establish a support network focused on the academic development of foster youth in Orange County.	\$1,145,093	\$520,549

	<p>Highlights:</p> <ul style="list-style-type: none"> • From July 2024 through December 2024, the OCDE Foster Youth Services Coordinating Program (FYSCP) has provided 5,940 services to 1,781 students in foster care countywide, including Early Education Services, Court Liaison Services and Staffing/Hearings, Education Updates and Reports to Child Welfare and Probation, Education Case Management, and Liaison Assistance. • Funding continued for OCDE staff associated with this action. 		
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Goal 3 - Action 5: Coordination of Services for Students who are Foster Youth Within OCDE Schools

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

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures

Yes	<p>Foster youth attending one of OCDE school programs are supported by a dedicated team of professionals who collaborate to provide the necessary tools and resources aligned with their needs and designed to empower them to create successful futures.</p> <p>Highlights:</p> <ul style="list-style-type: none"> • From July 2024 through December 2024, the OCDE Foster Youth Services Coordinating Program (FYSCP), in partnership with ACCESS and CONNECTIONS, have provided 286 education-related services to 103 OCDE students who are in foster care, including Participation in School and Child Welfare Meetings, Education Updates and Reports to Educational Partners, College and Career Support Services, Education Case Management, Reengagement, Education Intervention, Graduation Support, School Stability, School Transition, School Transportation Coordination, and Liaison Assistance. • Funding continued for OCDE staff associated with this action. 	\$501,268	\$283,073
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Goal 3 - Action 6: Staff Professional Development to Principally Benefit Students who are English Learners, Low Income/SED, or Foster Youth

Input received from parents, staff, and educational partners reflects the importance of having a team of educators who understand the unique needs of students who are English Learners, SED, or foster youth, and who are able to meet those needs through a thoughtful and empathetic approach to problem-solving, collaboration, and experiential learning.

Students in this unique population benefit when the educators who support them are provided with effective, relevant, timely, and targeted professional development, including related materials, resources, and educational technology. Students who are English Learners, SED, or foster youth face challenges specific to their circumstances, and targeted professional development for staff working with vulnerable students and marginalized populations is essential to improve instruction, strengthen attendance, and increase student achievement. Providing staff with time at conferences and workshops to learn about the needs of these identified student groups, explore best practices that build upon students' strengths, and collaborate with peers will enhance their ability to support learning goals and bridge implementation gaps, resulting in improved outcomes for all students and principally benefit those who are English Learners, SED, or foster youth.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	<p>OCDE values meaningful professional development for staff with a strong emphasis on addressing the needs of foster youth, English Learners, and socioeconomically disadvantaged students, ensuring equity in support and opportunities for all.</p> <p>Highlights:</p> <ul style="list-style-type: none"> ● In September and November 2024, a cohort of OCDE staff participated in the Family & Community Engagement (FACE) Certificate Program to learn high impact engagement practices, strategies, and tools designed to support school improvement plans. During the four-day workshop series, participants created a comprehensive, equity-driven Family and Community Engagement Plan based on the state's Dual-Capacity Building Framework. 	\$735,584	\$281,538

	<ul style="list-style-type: none">• Between July 2024 and December 2024, 25 hours of targeted professional development was provided to new teaching staff using the iReady Math intervention and the adopted the Math curriculum. Teachers also collaborated on best practices for their students to access grade-level math content with specific attention given to the unique learning needs of unduplicate populations in OCDE schools.• In addition to 8 reading intervention professional development webinars hosted for ACCESS staff who support student academic progress, 30 hours of reading development training was provided for ACCESS educators between July 2024 and January 2025,		
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Goal 4

Goal Description

IMPLEMENT THE EQUITY MULTIPLIER INITIATIVE FOR ACC: By Year 3, implement actions to close opportunity gaps and improve outcomes for students in the ACCESS County Community School (ACC) where high instances of school mobility and socioeconomically disadvantaged status can create barriers to success, particularly for those student groups that performed at the lowest level on any of the school's California Dashboard state indicators: ELPI (English Learners), Graduation Rate (All, English Learners, Foster Youth, Hispanic, Homeless, Low-Income, Students with Disabilities, and White students), College and Career Indicator (All, English Learners, Hispanic, Homeless, Low-Income, Students with Disabilities, and White students), Suspension Rate (English Learners and Students with Disabilities) and Chronic Absenteeism (English Learners).

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Percentage of ACC students assessed using i-Ready Reading assessment	All: 48.3% EL: 52.5% LI: 49.0% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: i-Ready database, 2022-23 Final Diagnostic)			All: 70% EL: 78 % LI: 74% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: i-Ready database, 2023-24 Final Diagnostic)	All: 65% EL: 65% LI: 65% FY: tracking this data locally, however may not publicly report due to small group size/confidentiality (Source: i-Ready database Final Diagnostic)
4.2	Percentage of ACC students assessed using i-Ready Math assessment (Note: i-Ready Math assessment is assigned to those students who are taking or need to take Math course(s) to complete their graduation requirements)	All: 43.6% EL: 48.5% LI: 44.9% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: i-Ready database, 2022-23 Final Diagnostic)			All: 68% EL: 73% LI: 71% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: i-Ready database, 2023-24 Final Diagnostic)	All: 65% EL: 65% LI: 65% FY: tracking this data locally, however may not publicly report due to small group size/confidentiality (Source: i-Ready database, Final Diagnostic)
4.3	Percentage of Chronically Absent ACC students (All Grades)	All: 57.1% EL: 63.1% LI: 63.8% FY: 65.4%			All: 57.9% EL: 62.4% LI: 58.5% FY: 71.8%	All: 40% EL: 40% LI: 40% FY: 40%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		(Source: 2023 DataQuest)			(Source: 2024 DataQuest)	(Source: DataQuest)
4.4	Percentage of ACC Students who achieve near or above standards on the CAASPP ELA Writing Performance Area	All: 50% EL: 13.7% LI: 30.2% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source 2023 CAASPP Results/DataQuest)			All: 42.26% EL: 23.26% LTEL*: 23.1% LI: 38.54% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source 2024 CAASPP Results/DataQuest)	All: 60% EL: 25% LI: 40% FY: tracking this data locally, however may not publicly report due to small group size/confidentiality (Source CAASPP Results/DataQuest)
4.5	Percentage of ACC Students who achieve near or above standards on the CAASPP ELA Research/Inquiry Performance Area	All: 29.9% EL: 49.6% LI: 58.1% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source 2023 CAASPP Results/DataQuest)			All: 64.31% EL: 48.84% LTEL*: 42.31% LI: 61.51% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source 2024 CAASPP Results/DataQuest)	All: 55% EL: 65% LI: 65% FY: tracking this data locally, however may not publicly report due to small group size/confidentiality (Source CAASPP Results/DataQuest)
4.6	Percent of new ACC parent/guardians who attend a parent engagement opportunity within 30 calendar days of their child's enrollment	40% (Source: Title I Family Engagement Program, 2023-2024))			In Progress	60% (Source: Title I Family Engagement Program)
4.7	(DASS/Alternative School) Percentage of ACC students reflected in the One Year 12th Grade Cohort Graduation Rate	All: 77% EL: 73% FY: 92% HL: 84% LI: 77%			TBD from CDE (Source: ACC CA Dashboard Additional Report/2025)	All: 80% EL: 80% FY: 95% HL: 90% LI: 80%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Hisp: 77.3% SWD: 81.8% Wh: 80.3%</p> <p>(Source: ACC CA Dashboard Additional Report/2023)</p>				<p>Hisp: 80% SWD: 85% Wh: 85%</p> <p>(Source: ACC CA Dashboard Additional Report)</p>
4.8	ACC Suspension Rate (Student Groups Performing at the Lowest Level)- Percentage of Students	<p>All: 3.1% EL 4.9% SWD 4.7%</p> <p>(Source: 2023 CA Dashboard, Suspension Rate)</p>			<p>All: 2.4% EL 4.4% SWD 3.4%</p> <p>(Source: 2024 CA Dashboard, Suspension Rate)</p>	<p>All: 2% EL: 3% SWD: 3%</p> <p>(Source: CA Dashboard, Suspension Rate))</p>
4.9	Percentage of ACC EL students making progress toward English language proficiency or maintaining the highest level attainable (ELPI).	<p>20.4%</p> <p>(Source: 2023 CA Dashboard, English Learner Progress Indicator-ELPI)</p>			<p>21.9%</p> <p>(Source: 2024 CA Dashboard, English Learner Progress Indicator-ELPI)</p>	<p>35%</p> <p>(Source: CA Dashboard, English Learner Progress Indicator-ELPI)</p>
4.10	Percentage of ACC high school graduates "prepared" or "approaching prepared" as reflected on the CA Dashboard College and Career Indicator	<p>CCI PREPARED</p> <p>All: 0.3% EL: 0.0% Hisp: 1.3% HL: 0.4% LI: 1.0% SWD: 0.0% Wh: 4.6%</p> <p>CCI: APPROACHING PREPARED 4.1%</p> <p>(Source: 2023 CA Dashboard and Dashboard Additional Reports)</p>			<p>CCI PREPARED</p> <p>All: 1.5% EL: 0.0% Hisp: 0.5% HL: 1.2% LI: 1.6% SWD: 0.0% Wh: 43.2%</p> <p>CCI: APPROACHING PREPARED 2.0%</p> <p>(Source: 2024 CA Dashboard and Dashboard Additional Reports)</p>	<p>CCI: PREPARED::</p> <p>All: 8% EL: 8% Hisp: 8% HL: 8% LI: 8% SWD: 8% Wh: 8%</p> <p>CCI: APPROACHING PREPARED 10%</p> <p>(Source: CA Dashboard and Dashboard Additional Reports)</p>

2024-25 LCAP Goal 4 and Actions - Implementation Update

Goal 4 - Action 1: Creating Future-Ready Learning Environments in ACC

Creating future-ready classrooms for ACC students is crucial for ensuring equity and access to quality education, especially for low performing student groups. By devoting resources to implementing future-ready classrooms equipped with current technology, personalized learning tools, and innovative teaching methods, we can bridge the digital divide and empower these students with essential contemporary skills in research and writing. Preparing students for the future workforce requires OCDE schools to cultivate critical thinking, problem-solving abilities, and digital literacy, which can be facilitated through immersive learning experiences in modern classrooms using Artificial Intelligence (AI) tools and through projects such as podcasts and digital media arts. By investing in the advancement of educational infrastructure tailored to the needs of ACC students and educators, we will foster their potential to become active participants in their communities, thereby advancing social development and inclusive growth.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
No	<p>Establishing OCDE classrooms equipped with modern tools and teaching methods for ACC students is crucial for promoting fairness and equal access to education, particularly for underperforming student groups, by helping them develop essential skills in analysis, innovation, and digital communication and preparing them to engage in their communities and support inclusive progress.</p> <p>Highlights:</p> <ul style="list-style-type: none"> OCDE staff are currently exploring the possibility of investing in licenses for advanced digital tools that 	\$522,502	\$0

	leverage cutting-edge technology to provide enhanced support for student learning, streamline workflows, and offer greater efficiency in day-to-day operations.		
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Goal 4 - Action 2: Increasing Student Achievement Through Improved System Practices

To provide students in the ACC school with optimal learning environments where they receive an equitable distribution of evidence-based services and supports, OCDE must ensure the school has the foundational support necessary to operate effectively. However, the constantly evolving societal, technological, and educational landscapes of alternative education require new and innovative approaches in order to remain current, and the administrative services that support the framework of the school necessitate ongoing oversight and updates to ensure the efficacy of the educational program. New methods of addressing challenges such as daily staffing needs, equity and diversity considerations, and present-day cybersecurity concerns are essential to providing students, staff, and families with efficiently-managed, equity-centered, functional, and productive educational settings. To support feedback from ACC classroom staff and administrative offices, OCDE will employ new and improved practices to address staffing shortages and training for new staff. Additionally, educational partners, including parents, have expressed a need for additional supports to enhance school-family interaction, including increased clarity regarding the operation of the school program.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
No	Ensuring that ACC schools have the foundational support needed to provide effective, evidence-based services is important for adapting to changes in education, technology, and society, while addressing staffing, equity, and safety challenges and improving school-family	\$177,270	\$0

	<p>communication for a productive, inclusive learning environment.</p> <p>Highlights:</p> <ul style="list-style-type: none"> • Funding was provided for specialized services to ensure mandated, multilingual school notifications were timely and shared in terminology accessible to families and our communities. 		
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Goal 4 - Action 3: Enhanced Collaborations to Introduce Expanded Services for Students

In alignment with the vision of the California Community Schools Partnership Program, enhanced collaborations with community partners will provide additional expanded learning opportunities to ACC students which are essential to the development of the whole child. Community partners are able to offer a diverse range of enrichment programs, advanced learning, community-based learning opportunities, vocational training, internships, mentorship opportunities, and wraparound services tailored to the specific academic needs and interests of alternative education students. These collaborations not only enrich the educational experience, but also foster personal growth, resilience, and a sense of belonging within the community. By strengthening the ties between the school and the broader community, OCDE will promote mutual understanding, cooperation, and collective responsibility for the well-being and success of its ACC students. Together, we will create a more inclusive and supportive learning environment that empowers ACC students to thrive academically, socially, and professionally.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
No	Strengthening partnerships with community organizations is vital for providing ACC students with comprehensive	\$150,000	\$0

	<p>opportunities that support their academic, social, and personal development by creating a sense of belonging and preparing them for future success in a collaborative and inclusive environment.</p> <p>Highlights:</p> <ul style="list-style-type: none"> OCDE is partnering with local community colleges to explore the possibility of hosting college-level courses specific to students in the ACCESS community schools. 		
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Goal 4 - Action 4: Expanding the Educational Team to Maximize Student Success

Expanding the educational team will allow OCDE to improve the academic achievement of ACC students by offering more tailored support and resources to address specific needs. The personalized support and guidance offered by additional, skilled OCDE team members, including academic coaching, collaborative problem-solving, and assistance in overcoming challenges that impede learning, will increase equity and student achievement. Greater availability of permanent staff will also allow for more individualized instruction leading to improved academic outcomes for students facing barriers to their learning by creating nurturing and supportive school environments where the students feel valued, empowered, and equipped to achieve their full potential.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
No	Expanding the educational team is crucial for improving academic outcomes by providing ACC students with additional personalized support, resources, and	\$1,886,207	\$176,765

	<p>individualized instruction that addresses specific challenges and creates a nurturing environment where students feel valued, empowered, and equipped to succeed.</p> <p>Highlights:</p> <ul style="list-style-type: none">• Additional instructional staff have been hired in ACC to provide enhanced support for students working toward grade-level competency and pathways to graduation.		
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Goal 5

Goal Description

IMPLEMENT THE EQUITY MULTIPLIER INITIATIVE FOR AJH: By Year 3, implement actions to close achievement gaps and improve outcomes for youth in care students who are enrolled in OCDE's ACCESS Juvenile Hall School (AJH) with a history of multiple school placements, irregular attendance in their comprehensive schools, and Adverse Childhood Experiences (ACE), contributing to a pattern of low academic achievement, particularly for those student groups that performed at the lowest level on any on the school's California Dashboard state indicators: ELPI (English Learners), Graduation Rate (All, English Learners, Hispanic, Low-Income, and Students with Disabilities), College and Career Indicator (All, English Learners, Hispanic, Homeless, Low-Income, and Students with Disabilities). The school would like to note that there were no underlying issues in the credentialing, subject matter presentation, and retention of the school's educators.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	Percentage of AJH students assessed using i-Ready Reading assessment	All: 70.9% EL: 77.5% LI: 77.4% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: i-Ready database, 2022-23 Final Diagnostic)			All: 76.3% EL: 73% LI: 78% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: i-Ready database, 2023-24 Final Diagnostic)	All: 80% EL: 80% LI: 80% FY: tracking this data locally, however may not publicly report due to small group size/confidentiality (Source: i-Ready database Final Diagnostic)
5.2	Percentage of AJH students assessed using i-Ready Math assessment (Note: i-Ready Math assessment is assigned to those students who are taking or need to take Math course(s) to complete their graduation requirements)	All: 72% EL: 76.1% LI: 77.4% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: i-Ready database, 2022-23 Final Diagnostic)			All: 84% EL: 84% LI: 88% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: i-Ready database, 2023-24 Final Diagnostic)	All: 80% EL: 80% LI: 80% FY: tracking this data locally, however may not publicly report due to small group size/confidentiality (Source: i-Ready database Final Diagnostic)
5.3	Percentage of AJH Chronically Absent students (All Grades)	All 10.6% EL: 8.2%			All 8.7 % EL: 5.9%	All: 8% EL: 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		LI: 10.6% FY: 29.5% (Source: 2023 DataQuest)			LI: 8.7% FY: 26.9% (Source: 2024 DataQuest)	LI: 8% FY: 10% (Source: DataQuest)
5.4	Percentage of AJH Students who achieve near or above standards on the CAASPP ELA Writing Performance Area	All: 10.8% LI: 11.1% EL: tracking this data locally, however not publicly reporting due to small group size/confidentiality FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: 2023 CAASPP Results/DataQuest)			All: 13.85% LI: 14.81% EL: 6.67% LTEL* :tracking this data locally, however not publicly reporting due to small group size/confidentiality FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: 2024 CAASPP Results/DataQuest)	All: 25% LI: 20% EL: tracking this data locally, however may not publicly report due to small group size/confidentiality FY: tracking this data locally, however may not publicly report due to small group size/confidentiality (Source: CAASPP Results/DataQuest)
5.5	Percentage of AJH Students who achieve near or above standards on the CAASPP ELA Research/Inquiry Performance Area	All: 54.1% LI: 52.8% EL: tracking this data locally, however not publicly reporting due to small group size/confidentiality FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: 2023 CAASPP Results/DataQuest)			All: 58.46% LI: 57.41% EL: 53.33% LTEL*: tracking this data locally, however not publicly reporting due to small group size/confidentiality FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: 2024 CAASPP Results/DataQuest)	All: 60% LI: 60% EL: tracking this data locally, however may not publicly report due to small group size/confidentiality FY: tracking this data locally, however may not publicly report due to small group size/confidentiality (Source: CAASPP Results/DataQuest)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.6	(DASS/Alternative School) Percentage of AJH students reflected in the One Year 12th Grade Cohort Graduation Rate	All: 49% EL: 81% LI: 49% SWD: 90% Hisp: 52.9% EL: tracking this data locally, however not publicly reporting due to small group size/confidentiality FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: AJH CA Dashboard Additional Report/2023)			TBD from CDE (Source: AJH CA Dashboard Additional Report/2024)	All: 55% EL: 87% LI: 55% SWD: 92% Hisp: 58% EL: tracking this data locally, however may not publicly report due to small group size/confidentiality FY: tracking this data locally, however may not publicly report due to small group size/confidentiality (Source: AJH CA Dashboard Additional Report)
5.7	Percentage of AJH students making progress toward English language proficiency or maintaining the highest level attainable (ELPI).	4.6% (Source: 2023 CA Dashboard, English Learner Progress Indicator-ELPI)			40.5% (Source: 2024 CA Dashboard, English Learner Progress Indicator-ELPI)	15% (Source: CA Dashboard, English Learner Progress Indicator-ELPI)
5.8	Percentage of AJH graduates "prepared" or "approaching prepared" as reflected on the CA Dashboard College and Career Indicator	CCI: PREPARED All: 1.0% EL: 2.9% Hisp: 1.7% HL: 0.0% LI: 1.0% SWD: 0.0% CCI: APPROACHING PREPARED 0% (Source: 2023 CA Dashboard & Dashboard Additional Reports)			CCI: PREPARED All: 0% EL: 0% Hisp: 0% HL: 0% LI: 0% SWD: 0% CCI: APPROACHING PREPARED 0% (Source: 2024 CA Dashboard & Dashboard Additional Reports)	CCI: PREPARED All: 5% EL: 5% Hisp: 5% HL: 5% LI: 5% SWD: 5% CCI: APPROACHING PREPARED 5% (Source: CA Dashboard & Dashboard Additional Reports)

2024-25 LCAP Goal 5 and Actions - Implementation Update

Goal 5 - Action 1: Creating Future-Ready Learning Environments in AJH

Creating future-ready learning environments for youth in care enrolled in ACCESS Juvenile Hall school (AJH) is essential for students to successfully reintegrate into society and experience long-term success. OCDE recognizes that education plays a pivotal role in breaking the cycle of recidivism by equipping youth with the skills and knowledge needed to pursue positive pathways. To the extent possible in the restrictive environments, OCDE will provide improved, modern learning environments which will allow AJH students to gain greater access to current technology, Artificial Intelligence (AI), experiential learning opportunities, and career-focused education designed to meet the demands of the modern workforce and enhance their skills in research and writing. These opportunities will foster critical thinking, problem-solving, and digital literacy skills needed to navigate an increasingly complex world. Providing additional equitable opportunities to youth in care will promote personal growth, self-esteem, and a sense of purpose, increasing the likelihood of productive citizenship and positive outcomes.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
No	<p>Creating future-ready learning environments for youth in the ACCESS Juvenile Hall school is crucial for equipping students with the skills and knowledge necessary for successful reintegration into society, breaking the cycle of recidivism, and promoting personal growth, critical thinking, and digital literacy, all of which are key to achieving long-term success and positive citizenship.</p> <p>Highlights:</p> <ul style="list-style-type: none"> Adaptive software was purchased to support 	\$112,405	\$2,975

	students at Fischer School by identifying student academic strengths and challenges and facilitating the use of targeted intervention tools.		
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Goal 5 - Action 2: Increasing Student Achievement Through Improved System Practices for Youth in Care Settings

To ensure that AJH students receive the best possible education, regardless of length of enrollment, OCDE will prioritize creating learning environments tailored to their unique needs, including implementing expanded evidence-based services and supports that are equitable and accessible to all students to the greatest possible extent. The distinctive challenges faced by schools that operate in facilities for youth in care demand innovative approaches to education that can adapt to environments that change daily. The administrative services supporting the school must also be regularly updated to ensure the effectiveness of the educational program, particularly in areas such as staffing, equity, diversity, and cybersecurity. OCDE will enhance school-family interaction to support the educational journey of youth in care by offering additional supports to parents and guardians, such as increased clarity on school operations and advanced communication channels using digital resources.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
No	Ensuring that youth in AJH schools receive tailored, equitable educational support, regardless of the length of enrollment, is crucial for providing effective learning environments that meet the students' unique needs, promote positive outcomes, and help facilitate their transition back into society, while also strengthening family connections that will support their continued development. Highlights:	\$50,000	\$0

	<ul style="list-style-type: none"> Funding was provided for specialized services to ensure mandated, multilingual school notifications were timely and shared in terminology accessible to families and our communities 		
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Goal 5 - Action 3: Enhanced Collaborations to Introduce Expanded Services for Students

Enhanced collaborations with community partners play a crucial role in improving the educational attainment of youth in care by providing an expanded range of resources, support networks, and opportunities that extend beyond the confines of the facility in which they reside. These partnerships leverage the expertise, resources, and networks of community organizations, institutions of higher education, and businesses to create comprehensive educational programs tailored to the unique needs of students enrolled in AJH. By bringing diverse perspectives and resources to the AJH school program, OCDE will enrich the students' educational experience. Expanded collaborations with local colleges and vocational training programs will allow us to offer a broader range of educational pathways that align with the interests and goals of AJH students and bring a new diversity of educational opportunities which will increase engagement and motivation among students, leading to higher levels of educational attainment.

Through the expansion of community collaborations, OCDE will further facilitate the successful integration of youth in care back into society upon release by establishing connections with employers, housing providers, and social service agencies who offer specialized job training programs, mentorship initiatives, and additional support services to help the students successfully reintegrate into their communities and pursue further education or employment opportunities and empower AJH students to persevere in their educational pursuits despite challenges.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
No	Building strong partnerships with community organizations is essential for increasing educational achievement among AJH students to offer a broader range of resources,	\$332,009	\$0

	<p>support systems, and pathways that motivate students and better prepare them for reintegration into society and future opportunities.</p> <p>Highlights:</p> <ul style="list-style-type: none"> • OCDE is partnering with local community colleges and the Orange County Department of Probation to explore the possibility of offering college-level courses specific to students in the ACCESS institution schools. 		
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Goal 5 - Action 4: Expanding the Educational Team to Maximize Student Success

The addition of staff to the AJH school teams will improve the educational outcomes of the youth in care students by increasing individualized support, expanding educational opportunities, improving classroom dynamics, enhancing program development, and facilitating the delivery of expanded support services. Addressing staffing shortages is crucial for maintaining a functional learning environment. OCDE will work to implement new, enhanced practices that incorporate feedback from AJH classroom staff, school administrative offices, and our county partners to better understand and address these shortages effectively. With extra school staff available, students will receive more personalized guidance and academic assistance, fostering an environment conducive to learning and encouraging improved behavior in class. The presence of additional staff will allow for a wider range of educational programs and cocurricular activities tailored to student needs and interests, while the increased collaborative planning time among school staff and facility staff will lead to innovative teaching methods and engaging projects to further enhance the educational experience.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures

No	<p>Increasing the number of staff in the AJH school programs is essential for enhancing student success by offering more individualized attention, broadening learning options, and creating a positive and supportive atmosphere that encourages academic growth, behavioral improvement, and the development of innovative educational practices.</p> <p>Highlights:</p> <ul style="list-style-type: none"> Given the daily fluctuations in enrollment in institution school settings, OCDE is examining the need for additional instructional staff in AJH schools. 	\$431,698	\$0
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February 3, 2025

Mailed Distributed at meeting

RH

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: February 3, 2025

TO: Renee Hendrick, Deputy Superintendent

FROM: Analee Kredel, Associate Superintendent, ACCESS and Connections

SUBJECT: Mid-Year Update of the 2024-25 College and Career Preparatory Academy
Local Control and Accountability Plan

BACKGROUND:

Senate Bill 114 (2023) added Education Code 52068(a)(6) requiring a county office to present a report on the mid-year update to the Local Control and Accountability Plan (LCAP) on or before February 28 at a regularly scheduled meeting of the governing board or body of the LEA.

The report includes the following:

All available mid-year outcome data related to metrics identified in the current LCAP; and,

All available mid-year expenditure and implementation data on all actions identified in the current LCAP.

RECOMMENDATION:

Information item.

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

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

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

Goal 1

Goal Description
GOAL 1: ENGAGEMENT -
Provide all students with access to relevant programming, extracurricular activities, resources, and opportunities where they feel valued, respected, and supported and cared for both in and out of the classroom. Collaborate more efficiently with teachers, staff and educational partners to build a strong framework for student achievement and safe and supportive school climate that supports transition into career or post-secondary training.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Attendance Rate	53% (baseline 2022-23)			52% (source: 2023-24 District data)	60%
1.2	Chronic Absenteeism Rate	76% (baseline 2022-23)			73.8% (source: 2023-24 DataQuest)	65%
1.3	High School Graduation Rate (Dashboard Alternative Status School (DASS) One-Year Grad Rate)	All students: 86.7% (baseline 2022-23) English Learners: 82.4% Socioeconomically Disadvantaged: 85.1% Students with Disabilities: 92.3% Hispanic: 87.5%			not available (source: 2023-24 Dashboard Alternative Status School (DASS) One-Year Grad Rate)	All students: 88% English Learners: 84% Socioeconomically Disadvantaged: 87% Students with Disabilities: 94% Hispanic: 89%
1.4	Number of School Events	32 school events (baseline 2023-24)			16 school events (source: 2024-25 local data)	38 school events
1.5	Local Data: Percentage of students receiving resources from Community Resource Specialist	8% of students (baseline 2023-24)			17% of students (source: 2024-25 local data)	50% of students
1.6	Local Data: Student Perception Connectedness "I feel connected to my school"	80.3% (baseline 2023-24)			not available (source: 2024-25 LCAP Student Survey)	90%
1.7	Pupil suspension rates	0% (baseline 2022-23)			0% (source: 2023-24 DataQuest)	0%
1.8	Pupil expulsion rates	0% (baseline 2022-23)			0% (source: 2023-24 DataQuest)	0%

LCAP Goal 1 and Actions - Implementation Update

Goal 1 - Action 1: Attendance and Student Engagement

Increase management staff to continuously review, develop and monitor the implementation of tiered re-engagement strategies and independent study requirements to increase student engagement and work completion.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	<ul style="list-style-type: none"> Revised tiered re-engagement strategies In the process of hiring additional management staff 	\$117,489	\$ 28,163

Goal 1 - Action 2: Community Awareness and Visibility

Enhance CCPA's visibility through strategic marketing efforts to attract and engage potential students in the community to make aware of CCPA program and offerings.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	<ul style="list-style-type: none"> Maintained CCPA's website Purchased CCPA school apparel for student wellness pantry to promote CCPA program 	\$110,480.00	\$26,082

Goal 1 - Action 3: Family Engagement to Close Equity Gaps

Provide students and their families with transportation assistance, resources, and opportunities to participate in parenting workshops that offer students the knowledge necessary to navigate the educational system and to advocate for their and their families' needs. Additionally, coffee with the principal events are offered to encourage participation of parents of unduplicated pupils as well as parents of students with disabilities. Continue to communicate and collaborate with agencies within the community including federally-funded workforce partners, parents/families, and community agencies.

Contributing?	Implementation Update		Total Funds Budgeted	Mid-Year Expenditures
Yes	<ul style="list-style-type: none"> • Purchased bus passes for students • Budget revisions due to feedback to allocate additional funding to CTE programming goals 		\$66,209.00	\$25,042

Goal 1 - Action 4: Extended Learning Opportunities

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

Contributing?	Implementation Update		Total Funds Budgeted	Mid-Year Expenditures
Yes	<ul style="list-style-type: none"> • Expanded Dual enrollment partnerships with additional colleges to provide more programming and pathways for students • Hosted Open House for meet and greet with students and CCPA staff along with community partners to provide information and resources to students • Hosted Working Wardrobes events on site for students • Provided additional staff support for CAJC enrollment days 		\$97,270.00	\$34,221

Goal 2

Goal Description
GOAL 2: PUPIL OUTCOMES
Provide all students with a continuum of services that address academic, behavioral, social-emotional, health, and well-being needs, particularly for our lowest-performing student groups, socioeconomically disadvantaged students, and Hispanic students, to support their improved graduation rates.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Attendance Rates	53% (baseline 2022-23)			52% (source: 2023-24 District data)	60%
2.2	High School Dropout Rate	30% (baseline 2022-23)			not available (source: 2023-24 DataQuest)	25%
2.3	Percent of pupils who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks	3.6% (baseline 2022-2023: Source - CA Dashboard)			1.9% (Source - CA Dashboard 2024)	5%
2.4	Local Data: Student Perception Connectedness "I feel connected to my school"	80.3% (baseline from 2022-23)			not available (source: 2024-25 LCAP Student Survey)	90%
2.6	Dual Enrollment Rate	21% (baseline 2023-24)			10.7% (source: 2024-25 local data)	30%
2.7	Reclassification Rate	27.6% (baseline 2022-23)			28.2% (source: 2023-24 DataQuest)	30%
2.8	Percentage of English Learner who made progress toward English Proficiency measured by ELPAC	0% (baseline 2022-23)			not available (source: 2023-24 ELPAC results)	5%
2.9	California Science Test	30.29% (baseline 2022-23)			7.14% Met or Exceeded Standard for Science (source: 2023-24 DataQuest)	to be determined in 2024-25
2.10	Local Data: Increase percentage of students who are re-assessed and show growth on the i-Ready Reading assessment	0% ; 0% (baseline 2022-23)			0% ; 3% (source: 2023-24 local data)	15% ; 40%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.11	Local Data: Increase percentage of students who are re-assessed and show growth on the i-Ready Math assessment	0% ; 0% (baseline 2022-23)			0% ; 0% (source: 2023-24 local data)	15% ; 40%
2.12	Local Data: Tutor.com utilization rate	7% of students have utilized tutoring services (baseline 2023-24)			0.85% (source: 2024-25 local data tutor.com usage reports)	15%
2.13	Dashboard Data: CAASPP/SBAC performance data	ELA: Standard nearly met or Met or Exceeded - 51.51% Math: Standard nearly met or Met or Exceeded - 12.9% (Source: Data Quest, 2022-2023)			not available as fewer than 11 students tested (source: Data Quest, 2023-2024)	ELA: Standard nearly met or Met or Exceeded - 56% Math: Standard nearly met or Met or Exceeded - 17%
2.14	Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU	0% (baseline 2022-23: Source - CA Dashboard)			0% (Source - CA Dashboard 2024)	1%
2.15	Extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subject areas	100% (baseline 2023-24)			100% (source: 2024-25 local data)	100%
2.16	High School Graduation Rate (Dashboard Alternative Status School (DASS) One-Year Grad Rate)	All students: 86.7% (baseline 2022-23) English Learners: 82.4% Socioeconomically Disadvantaged: 85.1% Students with Disabilities: 92.3% Hispanic: 87.5%			not available (source: 2023-24 Dashboard Alternative Status School (DASS) One-Year Grad Rate)	All students: 88% English Learners: 84% Socioeconomically Disadvantaged: 87% Students with Disabilities: 94% Hispanic: 89%
2.17	The percentage of pupils who have successfully completed both CTE and requirements for entrance to UC or CSU	0% (Source: CA Dashboard 2023)			0% (Source: CA Dashboard 2024)	1%

LCAP Goal 2 and Actions - Implementation Update

Goal 2 - Action 1: Increase Services to Support Student Achievement

Increase staff and services to include individualized triaged resources to support adult student well-being for student achievement. This action will be focused primarily on low income, English learner and foster youth in order to provide resources including a wellness clinician and targeted academic support to close achievement gaps.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	<ul style="list-style-type: none"> • Hired a clinician to provide services to students • Provided resources to students through referrals from community resource specialist • Provided pantry items to students as requested including food, hygiene kits, and clothing 	\$60,884.00	\$22,932

Goal 2 - Action 2: Tiered Interventions to provide resources

Create MTSS Tiered Intervention matrices to address individualized triaged resources that only a licensed clinician could provide.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	<ul style="list-style-type: none"> • Hired a clinician to provide services to students • Provided resources to students through referrals from community resource specialist • Provided staff development for wellness events to be offered to students 	\$72,384.00	\$19,257

Goal 2 - Action 3: Instructional and Behavioral Support

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

Contributing?	Implementation Update		Total Funds Budgeted	Mid-Year Expenditures
Yes	<ul style="list-style-type: none"> • Purchased diagnostic assessments and curriculum to address student needs • Provided paraeducator support in attendance interventions • Provided tutoring support through online tutoring service tutor.com • Provided individualized instructional support through academic coaching • Provided funding to ELACs to support EL success 		\$41,881.00	\$9,512

Goal 2 - Action 4: Implement a Multi-Tiered System of Support (MTSS)

Implement a Multi-Tiered System of Support (MTSS) that begins at enrollment and addresses the academic and social-emotional needs of all adult students as they progress through our program and that continues after graduation. Additionally, the Community Resource Specialist will dedicate time to support Students with Disabilities by ensuring that they have access to appropriate resources and support to meet their IEP goals.

Contributing?	Implementation Update		Total Funds Budgeted	Mid-Year Expenditures
Yes	<ul style="list-style-type: none"> • Provided students with various school supplies to support student achievement from enrollment to graduation • Provided chromebooks to all students upon enrollment • Provided hot-spots for students as needed 		\$200,277.00	\$70,113

Goal 3

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Attendance Rates	53% (baseline 2022-23)			52% (source: 2023-24 District data)	60%
3.2	Chronic Absenteeism Rate	87.6% (baseline 2022-23)			73.8% (source: 2023-24 DataQuest)	65%
3.3	High School Dropout Rate	30% (baseline 2022-23)			not available (source: 2023-24 DataQuest)	to be determined in 2024-25
3.4	Local data: Student feels prepared for future college and/or career paths	91% (baseline 2023-24)			not available (source: 2024-25 LCAP Student Survey)	95%
3.5	Local Data: Student Perception of School Safety "I feel safe while at school"	94.4% (baseline 2023-24)			not available (source: 2024-25 LCAP Student Survey)	98%
3.6	Local Data: Student Perception Connectedness "I feel connected to my school"	80.3% (baseline 2023-24)			not available (source: 2024-25 LCAP Student Survey)	90%
3.7	Access to and enrollment in a broad course of study (CalPads Elective Course Completion: Credits Attempted)	81.7% (baseline 2023-24)			100% (source: (2023-24 local data)	90%
3.8	Fully Credentialed and Appropriately Assigned Teachers	100%			100% (source: (2024-25 local data)	100%
3.9	Access to curriculum that is aligned with the CA State Content Standards to meet graduation, college and career requirements	100%			100% (source: (2024-25 local data)	100%
3.10	Facilities in "Good" Repair as Measured by Facility Inspection Tool (FIT)	Exemplary (baseline 2023-24)			Exemplary (source: 2024-25 SARC report)	Exemplary

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027	
3.11	Local Data: Tutor.com utilization rate	2.7% of students have utilized tutoring services (baseline 2023-24) Subgroups: 2.4% low-income 0.91% English learner 0% foster youth pupils				0.85% (source: 2024-25 local data tutor.com usage reports)	10% Subgroups: 5% low-income 5% English learner 0.25% foster youth pupils
3.12	High School Graduation Rate (Dashboard Alternative Status School (DASS) One-Year Grad Rate)	All students: 86.7% (baseline 2022-23) English Learners: 82.4% Socioeconomically Disadvantaged: 85.1% Students with Disabilities: 92.3% Hispanic: 87.5%				not available (source: 2023-24 Dashboard Alternative Status School (DASS) One-Year Grad Rate)	All students: 88% English Learners: 84% Socioeconomically Disadvantaged: 87% Students with Disabilities: 94% Hispanic: 89%

LCAP Goal 3 and Actions - Implementation Update

Goal 3 - Action 1: Tiered reengagement strategies and forms				
Increase management staff to continuously review, develop, and monitor tiered re-engagement forms and strategies regularly to ensure independent study compliance.				
Contributing?	Implementation Update		Total Funds Budgeted	Mid-Year Expenditures
Yes	<ul style="list-style-type: none"> Revised tiered reengagement strategies to best meet the needs of students 		\$40,490.00	\$0

Goal 3 - Action 2: Partner with Community Colleges				
Partner with Community Colleges to provide students with access to dual enrollment opportunities at enrollment. Implement post career assessment upon completion of CCPA diploma program.				
Contributing?	Implementation Update		Total Funds Budgeted	Mid-Year Expenditures
Yes	<ul style="list-style-type: none"> Provided all students access to courses that meet the UC or CSU requirements Purchased online learning management system to provide students with career assessments Provided CAJC students with short-term instructors in achieving high school diploma to meet requirements of dual enrollment at Long Beach City College Expanded dual enrollment partnerships with additional colleges to provide more programming and pathways for students 		\$34,029.00	\$10,910

Goal 3 - Action 3: Curriculum

Continue to incorporate curriculum adoption plans, focused on core academic areas, CTE, and electives that incorporates a high level of cultural relevancy in curricular options.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	<ul style="list-style-type: none"> ● Purchased online learning management system to provide students with online class curriculum that is aligned with adopted academic content and performance standards ● Provided students with academic support and tutoring as needed 	\$72,278.00	\$37,012

Goal 3 - Action 4: Site Improvements and School Safety

We will continue to conduct site improvements and provide safe school environments conducive to learning for all students, which include updating furniture, providing safety training for staff, maintaining monthly safety reports and completing timely facility repairs.

Contributing?	Implementation Update	Total Funds Budgeted	Mid-Year Expenditures
Yes	<ul style="list-style-type: none"> ● Purchased new furniture for classrooms and sites ● Staff have attended safety trainings and meetings 	\$80,500.00	\$430

Goal 3 - Action 5: Staff Development

Provide professional learning opportunities for staff to enhance instructional practices and implementation of standards-based content, including behavioral interventions and support services, to address the critical needs of adult students.

Contributing?	Implementation Update		Total Funds Budgeted	Mid-Year Expenditures
Yes	<ul style="list-style-type: none"> ● Staff have attended ACCESS and CCPA All-Staff meetings ● Staff completed second portion of Year 3 of MTSS ● Staff have attended workshops and trainings on compliance, MTSS, and staff development, and are scheduled for independent study compliance training and computer use in education trainings. 		\$42,925.00	\$3,582