



Orange County Department of Education
2024-2027
Local Control and Accountability Plan
(LCAP)



LCAP Year 2026-2027



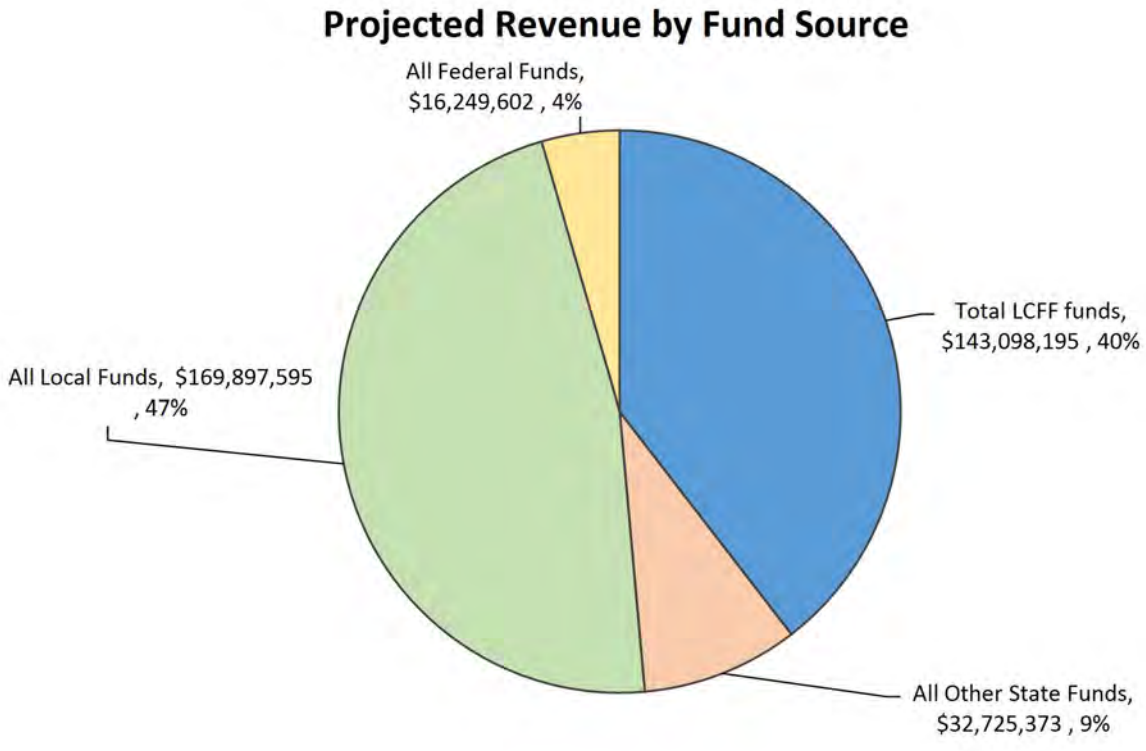


COE LCFF Budget Overview for Parents Template

County Office of Education (COE) Name: Orange County Department of Education
CDS Code: 30103063030764
School Year: 2026-27
COE contact information:
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County Offices of Education (COEs) receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF provides funding for 1) COE oversight activities of its school districts and 2) COE instructional programs in the form of base level of funding for all students and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year



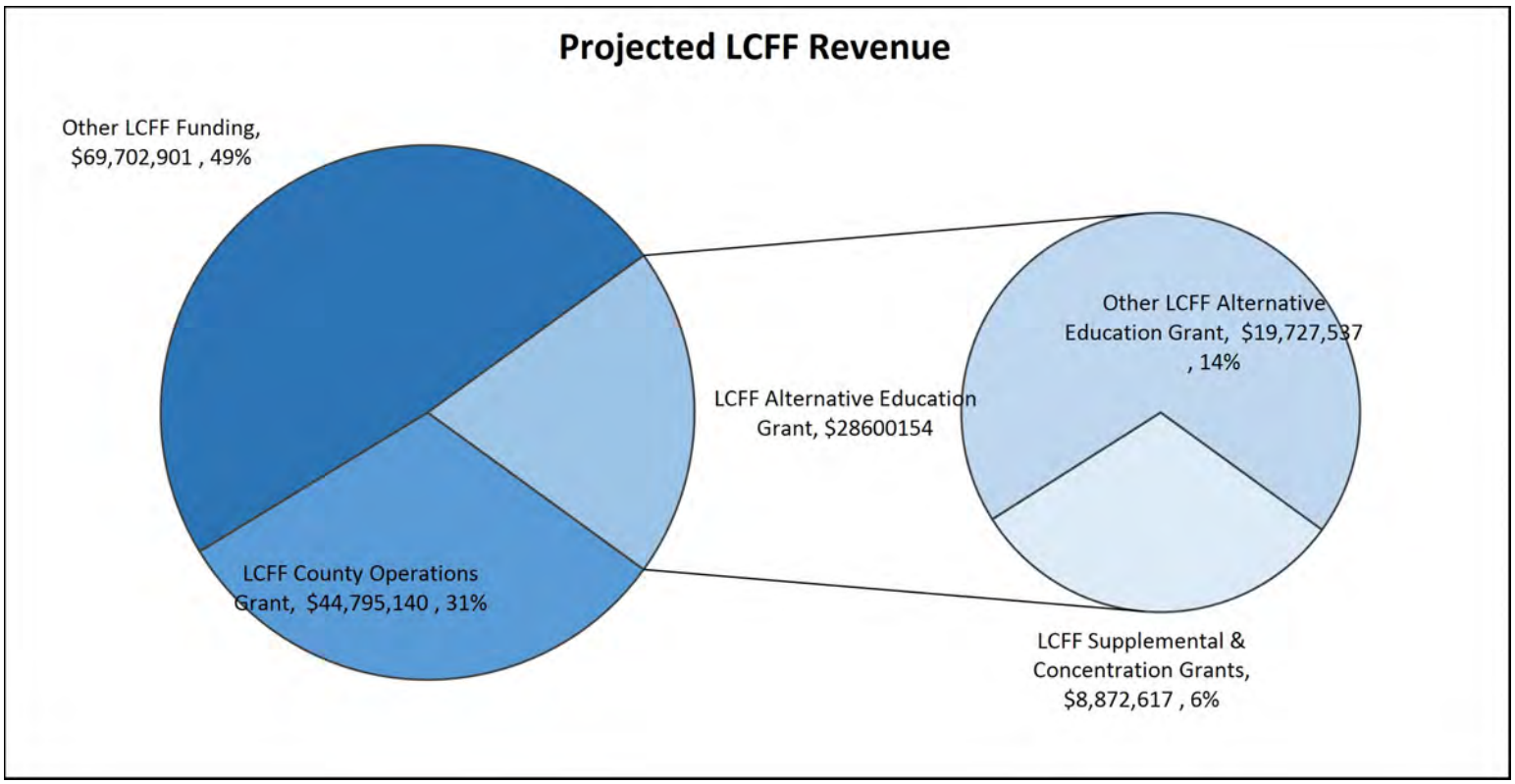
This chart shows the total general purpose revenue Orange County Department of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orange County Department of Education is $361,970,765, of which $143,098,195 is Local Control Funding Formula (LCFF), $32,725,373 is

other state funds, $169,897,595 is local funds, and $16,249,602 is federal funds.

Of the $32,725,373 attributed to All Other State Funds, $3,716,610 are attributed to the Student Support and Enrichment Block Grant.

COE LCFF Budget Overview for Parents



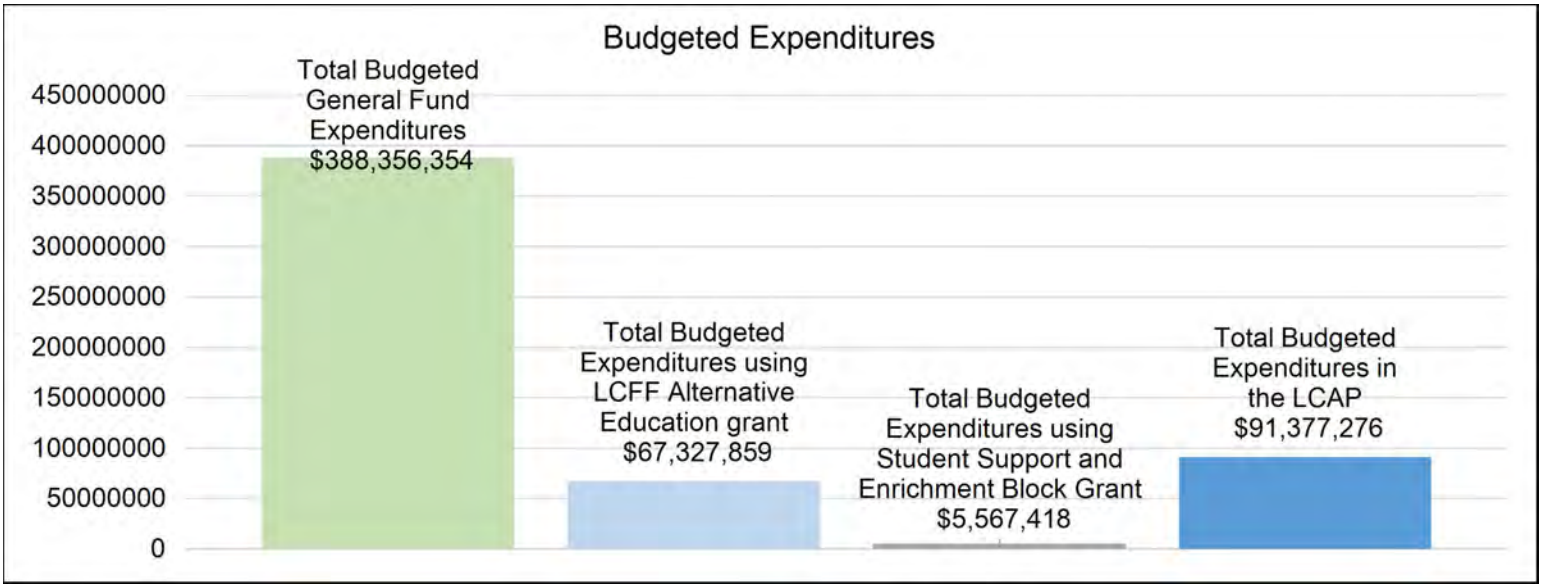
This chart shows the LCFF revenue Orange County Department of Education expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Orange County Department of Education is $143,098,195, of which $44,795,140 is attributed to the LCFF County Operations Grant, $28,600,154 is the attributed to the LCFF Alternative Education Grant, and $69,702,901 is other LCFF funds. Of the $28,600,154 attributed to the LCFF Alternative Education Grant, $8,872,617 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

Regarding the LCFF funds that the county office receives that are not attributed to the County Operations Grant and the Alternative Education Grant, the County Office receives LCFF funding to support its charter school, the College and Career Preparatory Academy (CCPA). These funds are used to provide programs, services, and instructional supports that help students earn a high school diploma while building the academic, technical, and interpersonal skills necessary for long-term success in college, career, and life.

CCPA serves a diverse student population through a flexible and personalized educational model designed to meet the unique needs, goals, and circumstances of each student. The program offers individualized learning opportunities, academic counseling, credit recovery, career exploration, and workforce preparation experiences that support both student engagement and achievement. In addition, students receive guidance in developing postsecondary plans, accessing college and career pathways, and strengthening the skills needed to successfully transition into higher education, vocational training, military service, or the workforce. Through these efforts, CCPA works to ensure that students are prepared for meaningful postsecondary opportunities and lifelong success.

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



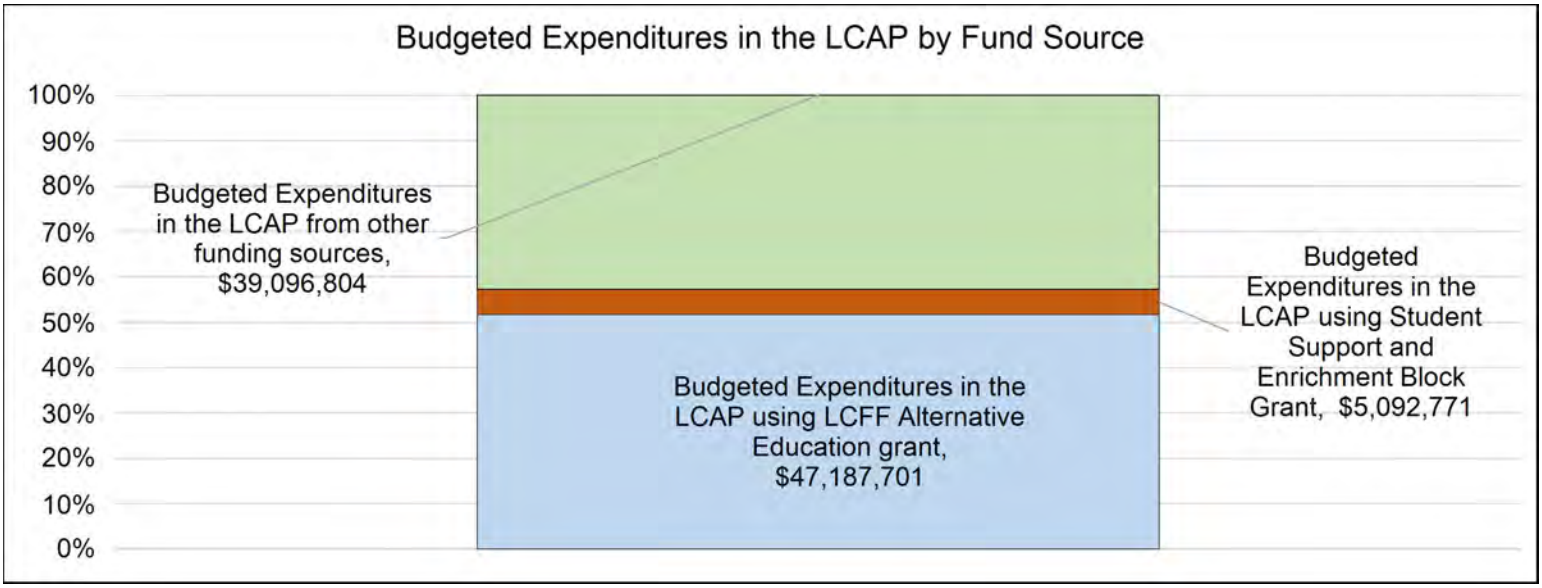
This chart provides a quick summary of how much Orange County Department of Education plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Orange County Department of Education plans to spend $388,356,354 for the 2026-27 school year. Of that amount, $67,327,859 is attributed to the Alternative Education Grant and $5,567,418 is attributed to the Student Support and Enrichment Block Grant. $296,979,078 of the General Fund Budgeted Expenditures are not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The Orange County Department of Education's Local Control and Accountability Plan (LCAP) describes the programs, services, and supports that are designed to improve student outcomes and strengthen educational systems across Orange County, while excluding activities supported through the General Fund. Through its countywide leadership role, OCDE provides oversight and guidance to school districts by reviewing and approving district LCAPs, ensuring compliance with state requirements, and supporting continuous improvement efforts.

In addition to its oversight responsibilities, OCDE delivers a wide range of operational and administrative services that help districts function effectively and efficiently. These services include payroll support, legal services, credentialing assistance, and other essential business operations that allow local educational agencies to focus their time and resources on student learning. OCDE also serves as a leader in technical assistance and Differentiated Assistance, partnering with districts to address areas of need, build capacity, and improve outcomes for students.

By intentionally aligning fiscal management, operational systems, and educational supports, OCDE creates a strong foundation that enables districts and schools to concentrate on providing high-quality instruction, meeting the diverse needs of students, and preparing all learners for long-term success in college, career, and life.



This chart provides a quick summary of how much Orange County Department of Education plans to spend for 2026-27 for planned actions and services in the LCAP.

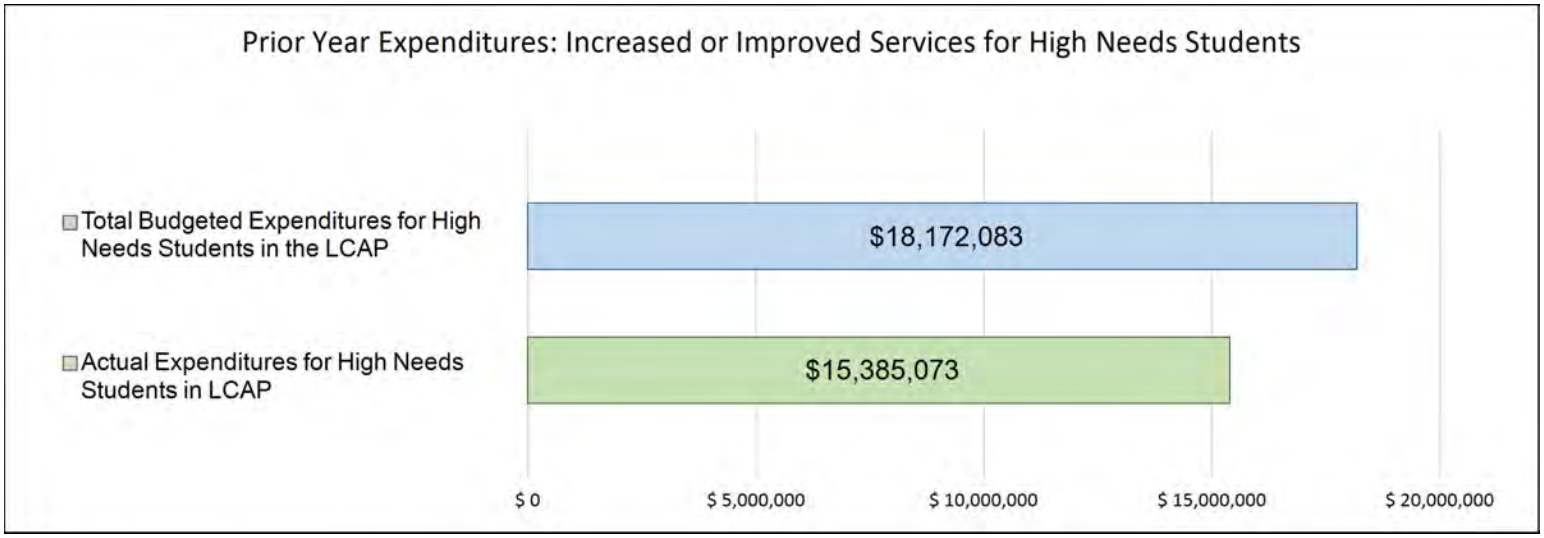
The text description of the above chart is as follows: Orange County Department of Education plans to spend $91,377,276 on actions/services in the LCAP. Of those funds, $47,187,701 is attributed to the Alternative Education Grant and $5,092,771 is attributed to the Student Support and Enrichment Block Grant.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Orange County Department of Education is projecting it will receive $8,872,617 based on the enrollment of foster youth, English learner, and low-income students. Orange County Department of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Orange County Department of Education plans to spend $8,872,617 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Orange County Department of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Orange County Department of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Orange County Department of Education's LCAP budgeted $$18,172,083.00 for planned actions to increase or improve services for high needs students. Orange County Department of Education actually spent $$15,385,073.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $2,787,010 had the following impact on Orange County Department of Education’s ability to increase or improve services for high needs students:

Although the total actual expenditures for actions and services supporting high needs students in 2025–26 were lower than the amount originally budgeted, this difference did not affect OCDE’s ability to increase or improve services for high needs students. While actual expenditures were below projections, the final amount spent still exceeded the minimum proportionality requirement for 2025–26 by a significant margin.

The variance between budgeted and actual expenditures was primarily the result of conservative planning estimates, staffing adjustments, and normal fluctuations in implementation costs throughout the year. Despite these differences, all key actions and services for high needs students were implemented as intended, and students continued to receive the academic, behavioral, and transitional supports outlined in the LCAP. Overall, OCDE exceeded the required level of investment for high needs students and maintained the quality and effectiveness of increased and improved services during the 2025–26 school year.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Orange County Board of Education and the Orange County Department of Education (OCDE) serve some of the county's most vulnerable and diverse student populations, including incarcerated and adjudicated youth, expelled and chronically truant students, those who benefit from home-based instruction, and students with disabilities who require specialized settings to meet their educational needs and Individualized Education Program (IEP) goals. OCDE's focus is to prepare students to lead with purpose in an ever-evolving world. In alignment with this goal and with a vision toward 2030, OCDE is committed to ensuring every student has the opportunity to thrive academically, socially, and emotionally in safe, inclusive, and innovative learning environments. Through personalized learning, career pathway opportunities, and the integration of emerging technologies, students build practical skills, resilience, and confidence for success beyond the classroom. The OCDE Division of Alternative Education (ACCESS) and the Special Education Services Division (Connections) support this vision by working collaboratively with educators across all stages of student development, from early childhood through postsecondary education, and in partnership with families, businesses, community organizations, and school districts.

The OCDE Local Control and Accountability Plan (LCAP) reflects the school programs operated by the Orange County Department of Education through its Division of Special Education Services (Connections) and Division of Alternative, Community, and Correctional Education Schools and Services (ACCESS), which includes the ACCESS County Community School (ACC), ACCESS Juvenile Hall School (AJH), and Community Home Education Program/Pacific Coast High School (CHEP/PCHS). Collectively, these OCDE school programs serve approximately 2,000 students daily at locations countywide utilizing a variety of instructional models. More than 65% of OCDE students are socioeconomically disadvantaged, 8% are homeless, 3% are foster youth, 24% are English learners (EL), and 15% are long-term English

learners (LTEL).

In OCDE schools, student "stability rate" plays a vital role in shaping school programs and student services. This rate indicates the percentage of students who remain in the same school for an entire academic year, contrasting with the "non-stability rate," which represents the percentage of students who change schools within the year. For the 2024-25 school year, the California Department of Education's Dataquest database reported a non-stability rate for OCDE of 64.7% at the LEA level, significantly higher than Orange County's average of 6.9% and California's average of 8.3%. Two specific schools within OCDE, ACC and AJH, met both eligibility thresholds for Equity Multiplier funding by reporting notably high non-stability rates last school year (68% and 96.2%, respectively) and exceeding 70% in socioeconomically disadvantaged pupil rates, thereby qualifying both schools for the funding. These high rates are largely attributed to the unique characteristics of alternative education schools. ACC enrolls students throughout the year through referrals from local school districts related to expulsion, truancy, and other needs, and supports their transition back to their home districts when appropriate as part of their educational progress. On the other hand, students at AJH are detained and/or involved in other court proceedings and fall under the jurisdiction of the Orange County Juvenile Court, Orange County Probation Department, or Orange County Department of Social Services, dictating their enrollments and exits from the school.

High non-stability rates at ACC and AJH contribute to significantly fewer days of student enrollment. During the 2025-26 school year, ACC students were enrolled for an average of just 69 days, while youth in care at AJH averaged only 6 days, both figures far below the traditional school calendar. To address the challenges associated with high rates of student mobility and gaps in academic progress, OCDE staff provide targeted support, professional development, and student-centered programs across school sites and departments. We recognize that college and career readiness is a shared responsibility among educators at every stage of a student’s development. For students, success extends beyond academic achievement to include social and emotional growth within safe, supportive school and community environments. We understand that success looks different for each student and is shaped by their individual interests, strengths, and goals. All students require meaningful support to build the competencies and skills necessary to thrive in an ever-changing society. To that end, students are engaged in caring, safe, and dynamic learning environments that build lifelong skills and inspire personal growth. Our programs emphasize the integration of technology to promote meaningful engagement, real-world application, and expanded Career Technical Education (CTE) opportunities. We take a whole-child approach, building confidence through rigorous, engaging, and individualized academic programs that include co-curricular experiences and partnerships with community organizations. We deeply value the contributions of our dedicated staff, families, community members, and educational partners, whose collective efforts create pathways for sustained student success. We remain committed to addressing learning loss by strengthening student engagement and attendance, supporting continuous academic growth, and developing positive, collaborative behaviors that prepare students to be productive, college, career, and life-ready citizens.

A consistent theme throughout this document is engagement. The goals, actions, and services reflect meaningful collaboration among students, staff, parents/guardians, and educational partners, all contributing to OCDE’s continuous improvement efforts. Through ongoing partnership, outreach, communication, reflection, and analysis, we are strengthening a community centered on student engagement, learning, and achievement.

As a school, our work begins with engaging students. To prepare students for the future, OCDE must create learning environments that capture students’ interest from day one and reflect a genuine commitment to their well-being. Given that some students are enrolled for only a short time, it is essential that we act with urgency—equipping them with the skills, resources, and confidence needed to move forward

toward their goals. As we deepen student engagement and ownership of learning, college, career, and life readiness become increasingly attainable. By offering dynamic, modern learning experiences—such as digital media, online learning, and virtual platforms—technology becomes a meaningful part of the academic journey. This commitment to engagement also extends to stronger family involvement, expanded co-curricular opportunities, rigorous and relevant curriculum, and enhanced student support services, all of which together create the conditions for student success.

ACCESS provides educational options countywide for a variety of distinctive student populations, including Socioeconomically Disadvantaged (SED) students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level. Through our Western Association of Schools and Colleges (WASC)-accredited community and institutional school programs, we serve historically underserved students who have not been successful in traditional school environments. Our independent study program, Pacific Coast High School, also WASC-accredited, offers University of California (UC)-approved, online, on-campus, and hybrid course options for its students. In addition, our Community Home Education Program serves and supports parents who wish to teach their Transitional Kindergarten (TK) through 8th grade children at home. OCDE also operates the Division of Special Education Services (Connections) that serves students with severe physical and cognitive disabilities, and deaf and hard of hearing students from birth through 22 years of age residing in Orange and surrounding counties.

The following four OCDE-operated schools are addressed in this Local Control and Accountability Plan (LCAP):

- ACCESS County Community School Programs (ACC)* are often a short-term placement for students who are highly transient due to truancy, expulsion, drug use, gang affiliation, adjudication by the juvenile court, teen pregnancy/teen parenting, homelessness, and foster youth placements. These students are frequently credit-deficient, disenfranchised, and have significant gaps in their knowledge of essential core academic skills. There are two program options within the ACCESS Community School Program to most appropriately meet the varied needs of our students: the day school program and the contract learning/independent study program. A review of this year's enrollment data reveals that students in ACC were enrolled an average of 69 days. A full school year in ACC is approximately 240 days, which means students enter and exit the ACC program at much higher rates than in traditional school environments, thus offering ACC teachers a much shorter period of time in which to provide meaningful instruction and emphasizing the need for impactful teaching in limited timeframes.

- ACCESS Juvenile Hall School Programs (AJH)* serve adjudicated youth in juvenile hall, probation camps, alternative means to confinement programs, and social service emergency placements. These youth in care are wards of the court and are often transferred between AJH schools, or may stay in these programs up to the age of 22, if deemed appropriate by the juvenile court. Like ACC, a full school year for AJH is approximately 240 days; enrollment data for this school year has shown that AJH students who are not considered "long-term placements" are enrolled for an average for 6 days, which means that teachers could potentially have a new classroom of students every month, underscoring the need for flexible and adaptive teaching approaches to meet the unique academic needs of AJH students.

- The Community Home Education Program (CHEP) (grades TK-8) and Pacific Coast High School (PCHS) (grades 9-12) are OCDE's independent study programs known collectively as Orange County Community Schools (OCCS: CHEP/PCHS)*. These schools support parents and students who want or need an alternative approach to a traditional brick-and-mortar school. PCHS is a UC-approved and National Collegiate Athletic Association-accredited program.

- Connections serves students with severe physical and cognitive disabilities that present challenges to academic progress. Included in this group are also students with severe emotional disabilities that interfere with academic achievement. Students served in the Deaf and Hard of Hearing (DHH) programs are integrated into general education core academic subjects, as appropriate.

The majority of students served in OCDE's school programs are expelled, severely credit deficient, have a history of truancy, and/or are highly at-risk of dropping out of school. Consequently, many of the actions and services listed in this document are designed to serve these students with a particular focus on the needs of unduplicated pupils: Foster youth, Low Income/SED, and English learners. The California Longitudinal Pupil Achievement Data System (CALPADS) "Information Day" report calculates the percentage of this unduplicated count to be 76%. A breakdown of OCDE student demographic information can be found in Appendix C.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Analysis of OCDE’s 2025 California Dashboard results, in combination with local measures, provided multiple lenses for identifying both strengths and areas for growth in student performance at the district, school, and student group levels. State indicators on the Dashboard include Academic Achievement (English Language Arts and Mathematics), Chronic Absenteeism (K–8), College and Career Readiness, Suspension Rate, English Learner Progress, and Graduation Rate. Review of these indicators, alongside local data, informed the development of the 2026–27 LCAP goals, actions, and metrics, ensuring a strategic approach to addressing identified needs while sustaining areas of progress.

In addition to reviewing the 2025 Dashboard, OCDE is required to identify schools and student groups that performed at the lowest performance level (Red) on the 2023 Dashboard. These schools and student groups are detailed in Appendix F, along with the aligned goals, actions, and metrics designed to address identified needs and support continuous improvement.

The sections below provide a more detailed analysis of 2025 Dashboard outcomes by indicator, incorporating local data and outlining the actions that will be implemented to strengthen programs and ensure all students at OCDE schools have equitable access to a high-quality, standards-based education that prepares them for college, career, and life.

Goal 1: Engagement (Chronic Absenteeism and Graduation Rate)

Chronic Absenteeism is defined as students in transitional kindergarten through grade eight who are absent (excused or unexcused) for 10 percent or more of their enrolled school days. OCDE, AJH, and OCCS all had student groups performing at the lowest level on this indicator, which continues to be an area of concern given the critical role of consistent attendance in student success. While the 2025 Dashboard reflects a slight overall decline in chronic absenteeism across most student groups, rates increased among Foster Youth, Students with Disabilities, Socioeconomically Disadvantaged (SED) students, and Hispanic students.

To address these trends, targeted LCAP actions have been developed to further reduce absenteeism while building on areas of improvement (Goal 1, Actions 2 and 3). Additional supports for low-income, homeless, and Foster Youth students—including access to food, clothing, transportation, and essential school supplies (Goal 1, Action 6)—are intended to reduce barriers to attendance and promote equitable access to school.

Because the Dashboard Chronic Absenteeism Indicator does not include high school students, OCDE also monitors overall attendance and dropout rates as key measures of student engagement. The overall attendance rate increased from 79 percent to 80 percent, meeting the established three-year target. The middle school dropout rate showed significant improvement, decreasing from 12 percent in 2024–25 to 2 percent in 2025–26. However, the high school dropout rate rose from 18 percent to 20 percent during the same period, indicating a need for continued focus and targeted intervention at the high school level.

LCAP actions addressing these needs center on strengthening student engagement through positive school climates, meaningful family connections, and the removal of barriers to attendance. Key strategies include expanding transportation options and increasing opportunities for family engagement, both of which are essential to fostering a supportive and connected school environment that improves attendance and reduces dropout rates.

The Graduation Rate Dashboard Indicator measures the percentage of students who earn a standard high school diploma within four or five years of their initial enrollment in high school. While this measure aligns well with traditional school models, it presents challenges for alternative education settings with high student mobility, where factors influencing graduation timelines are often beyond the school's control.

At OCDE, students are referred by their districts of residence, most often due to truancy or credit deficiencies. Many students enter significantly behind in credits or with inconsistent attendance histories, making it difficult to meet the traditional four- or five-year graduation timeline. As a result, OCDE and its schools had student groups performing at the lowest level on this indicator, with an overall 2025 Dashboard graduation rate of 55 percent based on the state's standard calculation.

Despite these challenges, OCDE remains committed to removing barriers and supporting the success of at-promise youth. Leadership, instructional, and support staff work collaboratively to provide engaging, relevant learning experiences that promote mastery of academic standards while supporting credit recovery toward graduation.

To strengthen graduation outcomes, LCAP actions focus on:

- Enhancing communication with educational partners (Goal 1 - Action 1)
- Expanding and deepening family engagement (Goal 1 - Actions 2 and 4)
- Increasing access to extended learning opportunities (Goal 1 - Action 3 and Goal 2 - Actions 7 and 9)
- Providing transition supports to ensure post-graduation success (Goal 1 - Actions 1, 3, and 8 and Goal 2 - Actions 2 and 3).

In addition, targeted resources and interventions are implemented to address equity gaps and support academic progress toward graduation for all students (Goal 2, Actions 1 and 5).

These efforts include personalized academic and career planning, intentional relationship-building to foster student connection, meaningful

family engagement, and specialized staff support such as transcript analysis, individualized learning plans, and preparation for juvenile court updates. Together, these strategies ensure focused and responsive support for unduplicated student groups facing additional barriers to graduation.

Recognizing the unique context of alternative education, the California Department of Education also reports a DASS (Dashboard Alternative School Status) Graduation Rate. This measure reflects the one-year graduation rate for all 12th-grade students enrolled during the school year, regardless of prior high school enrollment, and provides a more accurate representation of student progress in alternative settings.

In 2024–25, OCDE's DASS graduation rate declined from 74 percent to 60 percent, highlighting ongoing challenges in supporting some of the most vulnerable student populations. While this decrease represents a setback, it also underscores the complexity of student needs and reinforces the importance of continuing to refine and strengthen existing supports.

This trend calls for a renewed focus on the implementation and effectiveness of strategies such as individualized instruction, credit recovery, family engagement, and equity-driven practices. It also emphasizes the need to deepen these efforts to better address barriers and ensure students remain on track for graduation.

OCDE remains committed to advancing equitable outcomes and academic success for all students. LCAP actions aligned to improving graduation rates continue to prioritize strong communication with educational partners, meaningful family engagement, expanded learning opportunities, and comprehensive transition supports (Goal 1, Actions 1, 2, 3, and 8). Targeted strategies to address achievement gaps remain in place (Goal 2, Actions 1 and 5), with ongoing monitoring and adjustment to improve outcomes over time.

Goal 2: Pupil Outcomes (ELA, Math, ELPI, CCI)

The Dashboard indicators for English Language Arts (ELA) and Mathematics measure the extent to which students are meeting grade-level standards, based on results from the Smarter Balanced Summative Assessments and the California Alternate Assessments. These assessments are administered to students in grades 3–8 and grade 11.

In 2024–25, OCDE saw notable shifts in student group performance in both ELA and Math. Six student groups—English Learners (including Long-Term English Learners), Hispanic, Homeless, Low-Income, and White students—that were previously performing at the lowest level moved out of that category, indicating improvement in overall performance and/or assessment participation. However, the Asian student group was identified at the lowest performance level in the current year.

As in prior years, Dashboard performance levels are influenced by both assessment outcomes and participation rates. "Long-term" students are defined as those continuously enrolled since the first week of October. When the required 95 percent participation rate is not met, a participation penalty is applied, assigning the lowest possible score to non-tested students and incorporating those scores into the overall calculation. These results reflect meaningful progress among several student groups, while also highlighting the need for continued monitoring and targeted support for groups newly identified as needing additional attention.

Despite ongoing efforts to assess all eligible students, factors such as high student mobility and truancy—particularly at ACCESS County

Community School—continue to impact participation rates. As a result, Dashboard outcomes in ELA and Math often reflect participation challenges as much as, or more than, actual academic performance.

To provide a more accurate picture of student achievement, Goal 2 includes analysis of CAASPP results for all students who completed assessments while enrolled in OCDE programs, regardless of length of enrollment. This approach removes the participation rate penalty and allows for a clearer understanding of student performance, informing instructional planning and support at the LEA, school, and student group levels.

The English Learner Progress Indicator (ELPI) measures student growth on the English Language Proficiency Assessments for California (ELPAC) using two years of data. In 2024–25, OCDE experienced a slight decline in this area, with the percentage of students making progress toward English proficiency or maintaining the highest level decreasing from 42 percent to 38 percent. ACCESS County Community School (ACC) saw a similar decline from 42 percent to 39 percent, while ACCESS Juvenile Hall (AJH) decreased from 41 percent to 36 percent.

Although these results represent a shift from gains observed in the previous year, performance remains above earlier baseline levels and reflects continued efforts to support English Learners. The data indicate a need to sustain and strengthen effective practices, including both designated and integrated English Language Development. LCAP actions supporting improvement in this area continue to emphasize strengthening family engagement (Goal 1, Action 2) and providing targeted academic and language support for English Learners (Goal 2, Action 5). Ongoing focus on these strategies will be essential to reversing the recent decline and supporting continued progress for multilingual learners.

In addition to state assessment data, local i-Ready benchmark results from 2024–25 indicate that more than 80 percent of students require Tier 3 interventions in both reading and mathematics. This persistent level of need underscores the significant academic challenges faced by the student population and reinforces the importance of intensive, targeted support. These findings highlight the need to strengthen intervention systems and ensure consistent implementation aligned to student needs. LCAP actions addressing these priorities include increased family engagement (Goal 1, Action 2) to support student learning at home, along with individualized and targeted academic interventions (Goal 2, Action 1) to help students progress toward grade-level proficiency.

The College and Career Readiness Indicator (CCI) measures the percentage of 12th-grade students considered “prepared” for postsecondary success based on multiple criteria, including completion of a-g coursework, performance on state assessments, dual enrollment, and participation in work-based learning. Within OCDE’s alternative education context—where many students enter credit-deficient, experience interrupted schooling, or require accelerated credit recovery—traditional CCI measures do not always fully capture student growth or readiness.

In response, OCDE continues to expand and refine access to Career Technical Education (CTE) programs across four career pathways, providing students with meaningful opportunities to explore career interests, develop industry-relevant skills, and engage in real-world learning experiences. These efforts are supported by expanded access to CTE coursework, helping students make informed decisions about their postsecondary plans.

By intentionally integrating college-preparatory supports with career-focused learning opportunities, OCDE is working to ensure students graduate with both the academic foundation and practical skills needed for success in college, the workforce, or vocational training. This comprehensive approach reflects OCDE's ongoing commitment to addressing opportunity gaps and supporting all students—particularly those facing significant barriers—with the resources, guidance, and experiences necessary to achieve their postsecondary goals (Goal 1, Action 8; Goal 2, Actions 2, 3, 7, and 9).

Goal 3: Conditions of Learning (Suspension Rate)

OCDE's Suspension Rate indicator reflects continued improvement, with the overall rate decreasing from 2% to 1.5% in 2024–2025. Instructional and support staff remain committed to reducing suspensions through proactive and restorative approaches, with a particular focus on supporting vulnerable student groups. These efforts center on helping students build self-awareness, understand the root causes of their behavior, and develop the skills needed to repair harm and make more positive choices.

To sustain this progress, LCAP actions continue to prioritize strengthening family engagement, promoting a safe and supportive school climate, and expanding access to school-based mental health services. Targeted supports for English Learners and Students with Disabilities ensure that their unique needs are addressed through individualized strategies. Collectively, these efforts contribute to improved student outcomes and the ongoing reduction of suspension rates across OCDE (Goal 1, Actions 2, 5, 7, and 9).

Please see Appendix F for 2023 data, including Indicators and student groups in red, as well as associated actions.

Learning Recovery Emergency Block Grant (LREBG)

The Learning Recovery Emergency Block Grant (LREBG) provides one-time funding to county offices of education (COEs), school districts, and charter schools to support learning recovery initiatives through the 2027–28 school year. At a minimum, these funds are intended to address academic learning recovery as well as student and staff social-emotional well-being. The funding was established in response to the COVID-19 pandemic to support long-term recovery efforts, including addressing learning loss, mental health needs, and overall student well-being.

The following LCAP goals and actions are funded, in whole or in part, through LREBG resources, consistent with allowable uses outlined in California Education Code Section 32526(c)(2), and aligned with the identified needs of OCDE students:

- Goal 1 – Action 1: Administrative Technician for ACCESS
- Goal 1 – Action 2: Community Resource Specialists for ACCESS
- Goal 1 – Action 5: Restorative Justice staff for ACCESS
- Goal 1 – Action 6: Short-term school pantry helpers for ACCESS
- Goal 2 – Action 2: Transition Specialist for ACCESS
- Goal 3 – Action 2: Paraeducators for ACCESS
- Goal 3 – Action 2: AI licenses for ACCESS staff and updated technology for ACCESS classrooms
- Goal 3 – Action 2: Substitute staff to support SBAC testing

A detailed explanation of the rationale for each action, alignment to allowable uses of LREBG funding, and how these actions address the identified needs of students and schools is provided in Appendix G [California Education Code Sections 32526(c)(2), 32526(d)]. Information regarding local research, funding, and metrics is provided in the LCAP actions.

Any unspent LREBG funds remaining after the 2026-27 school year will be carried forward and reflected in the 2027–28 LCAP document to ensure continued support for these initiatives.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

SUMMARY OF WORK UNDERWAY:

The Orange County Department of Education (OCDE) was identified for differentiated assistance based on the performance of specific student groups at the lowest levels in at least two Priority Areas (Method 1, Education Code Section 52072) on the 2025 California School Dashboard. The identified priority areas include:

- Priority 4: Academic Achievement (ELA & Math and ELPI)
- Priority 5: Engagement (Chronic Absenteeism and Graduation Rates)
- Priority 8: Student Outcomes (College and Career Indicator)

The student groups identified within two or more of these priority areas are:

- LTEL students – Priorities 4, 5, and 8.
- African American, English Learners, Hispanic, Homeless, White, Foster Youth, Low-Income students, and Students with Disabilities student groups – Priorities 5 and 8.
- Asian students – Priorities 4 and 5.

COLLABORATIVE EFFORTS & TECHNICAL SUPPORT

To address these challenges, OCDE continues to receive technical support through the Southern California Consortium, a collaborative initiative facilitated by the California Department of Education (CDE). The consortium, which includes OCDE, Riverside County Office of Education, San Bernardino County Superintendent of Schools, and the Los Angeles County Office of Education, facilitates the sharing of expertise, innovative strategies, and best practices to improve outcomes for at-promise students in alternative education settings.

As the consortium has grown, the addition of new perspectives has enriched its collective ability to implement meaningful improvements. CDE plays a key role by providing ongoing coaching support, participating in planning sessions, and guiding strategic initiatives. The partnership’s success has been acknowledged by CDE representatives, who commend its effectiveness in leveraging collaboration to drive continuous improvement. The increased alignment across county offices ensures a unified approach to addressing student needs, resulting in stronger systemic support structures.

STRATEGIC FOCUS FOR 2025–26:

OCDE continues to participate in the California County Office of Education Consortium as part of the state's Differentiated Assistance process. Based on the 2025 California School Dashboard results, Graduation Rate was identified as the consortium's collective area of focus, reflecting a shared commitment to improving outcomes for students served by county offices of education. During the summer of 2025, leadership teams from each county office convened with the California Department of Education (CDE) to review statewide and local data, examine common challenges affecting graduation outcomes, and establish strategic priorities for the 2025–26 school year.

To support this priority, the consortium is committed to:

-Identifying and addressing barriers that impact on-time graduation.
-Strengthening early identification and intervention systems for students at risk of not graduating.
-Expanding evidence-based practices that promote student engagement, attendance, and academic success.
-Providing professional learning and collaborative opportunities for educators focused on improving graduation outcomes.
-Sharing resources, data-informed strategies, and promising practices across county offices to support continuous improvement.

Current work is focused on collaboratively developing and implementing evidence-based strategies to improve graduation outcomes. Through the consortium, county offices are analyzing local and statewide data, sharing effective practices, and developing resources and professional learning to strengthen local capacity.
At the LEA level, OCDE is applying this work by expanding individualized graduation planning, strengthening credit recovery and transition supports, increasing student and family engagement, monitoring attendance and academic progress through regular data reviews, and using early warning indicators to identify students in need of timely interventions. OCDE leadership and school teams are also monitoring and evaluating the effectiveness of these strategies, including graduation rate outcomes, to ensure continuous improvement and make data-informed adjustments throughout the year.

Recognizing that graduation outcomes are influenced by multiple factors, the consortium will continue to foster cross-county collaboration and support the implementation of equitable practices that improve student achievement and increase graduation rates for all students, with particular attention to student groups experiencing persistent achievement disparities. Through participation in the consortium and implementation of local improvement strategies, OCDE remains committed to strengthening systems of support that increase student engagement, remove barriers to graduation, and improve postsecondary readiness and successful completion of high school.

LOOKING AHEAD TO 2026–27

Following the release of the 2026 California School Dashboard in October 2026, the Consortium will reconvene to review updated state and local performance data, evaluate the effectiveness of the current year's technical assistance efforts, and determine the consortium's collective area of focus for the 2026–27 school year. The consortium will use Dashboard results, local data, and emerging trends to identify shared priorities, refine improvement strategies, and continue building the capacity of county offices to address persistent performance challenges. OCDE will actively participate in this collaborative process and incorporate the consortium's recommendations into its ongoing

continuous improvement efforts to strengthen outcomes for students and ensure alignment with state priorities and local needs.

LEVERAGING RESOURCES FOR IMPACT

Collaboration across county offices has been instrumental in advancing culturally responsive instructional practices, expanding academic support services, and strengthening language development programs. The expertise and resources from Riverside, Los Angeles, and San Bernardino County Offices of Education have contributed to:

- Expanding equitable access to educational opportunities.
- Enhancing systemic alignment across schools.
- Promoting student success through sustainable and impactful initiatives.
- Increasing access to postsecondary preparation programs, including dual enrollment and career pathways.
- Strengthening parent and community engagement initiatives to support student progress.

Through these collective efforts, the consortium aims to create a multi-tiered system of support that ensures every student has access to the resources they need to thrive academically and socially.

LCAP ACTIONS SUPPORTING DIFFERENTIATED ASSISTANCE:

The following Local Control and Accountability Plan (LCAP) actions support the implementation of differentiated assistance related to LCFF Priority Areas 4, 5, and 8:

- Goal 1 - Action 5: Healthy and Positive School Environments (Priority 5)
- Goal 1 - Action 9: Mental Health Services for Students with Disabilities (Priority 5)
- Goal 2 - Action 4: Individualized Academic Support for Foster Youth, Group Homes, and Short-Term Residential Therapeutic Programs (STRTP) (Priorities 4 and 8)
- Goal 2 - Action 7: Career Technical Education Opportunities for All Students, Including Students with Disabilities (Priority 8)
- Goal 3 - Action 2: Implementation of State Standards with Fidelity for All Students, Including English Learners, Low-Income, Foster Youth, Homeless, and Students with Disabilities (Priority 4)
- Goal 3 - Action 6: Expanded professional learning opportunities focused on instructional strategies for LTELs (Priority 4)

COMMITMENT TO CONTINUOUS IMPROVEMENT:

The LCAP actions have been strategically designed to align with technical assistance requirements while addressing the needs of identified student groups. Through the Southern California Consortium and CDE’s guidance, OCDE remains committed to implementing targeted interventions that enhance student achievement and engagement.
By establishing strong cross-county partnerships, OCDE ensures that best practices are continuously refined and implemented, leading to sustained student success. These collaborative initiatives also reinforce a shared vision for advancing equitable educational opportunities. Looking ahead, OCDE will continue leveraging research-based practices and partner input to drive innovation, ensuring that every student receives the support necessary to reach their full potential.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

ACCESS County Community (30103063030764)
ACCESS Juvenile Hall (30103063030426)
Orange County Special Education (30103066069553)

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Beginning with the implementation of federal requirements for a uniform graduation rate methodology, California adopted a standardized Four- and Five-Year Cohort Graduation Rate for all schools, including alternative education settings. This change, first reflected in the 2022 California School Dashboard, established consistent expectations for measuring graduation outcomes across both traditional and alternative school models.

As a result of this transition, several OCDE-operated schools—ACCESS County Community, ACCESS Juvenile Hall, and Connections (Orange County Special Education)—were identified for Comprehensive Support and Improvement (CSI) based on a three-year average graduation rate below the state-established threshold of 68%. This identification reflects the unique challenges associated with serving highly mobile and at-promise student populations within alternative education settings, while also underscoring the need for continued focus on improving graduation outcomes.

Due to significant credit deficiencies and patterns of chronic absenteeism, many OCDE students enter the later years of high school without the credits needed to graduate on time, with some requiring extended enrollment beyond a traditional four-year timeline. These challenges are often compounded by factors such as prior disengagement, mobility, and gaps in foundational learning that are common among students served in alternative education settings.

In response, OCDE continues to prioritize the development and implementation of comprehensive support and improvement plans at the school level, grounded in evidence-based strategies tailored to the unique needs of at-promise youth. This includes expanded credit recovery opportunities, individualized learning plans, and integrated supports designed to re-engage students and accelerate progress toward graduation. Through these efforts, OCDE is committed to ensuring students are equipped with the skills, resources, and guidance necessary to graduate and successfully transition to postsecondary education and career pathways.

A significant contributor to CSI eligibility under the updated graduation rate methodology is the exclusion of non-standard completion outcomes—including Special Education Certificates of Completion, California High School Equivalency Certificates, adult education diplomas, and the California High School Proficiency Examination (CHSPE)—from the four- and five-year cohort graduation rate calculation.

While this standardized approach establishes consistency across school settings, it does not fully account for the diverse pathways to completion that are common within alternative and specialized education programs.

As a result, this shift has led to lower reported graduation rates at both the school and LEA levels, increasing the likelihood of schools falling below the state threshold of 68% and being identified for Comprehensive Support and Improvement (CSI). This impact is particularly evident in alternative education settings, where students often enroll with significant credit deficiencies, experience high mobility, or require individualized timelines and pathways to completion. For Connections (Orange County Special Education), the effect is especially pronounced, as a substantial proportion of students with moderate to severe disabilities appropriately earn alternative completion outcomes aligned to their individualized education programs, which are no longer reflected in the graduation rate calculation.

As part of meeting CSI eligibility requirements, certificated and classified staff at each identified school engaged in a structured and collaborative needs assessment process. Teams began by examining current graduation rate data to understand performance trends, then explored contributing factors associated with their CSI identification. To inform this analysis, staff reviewed a broad set of data sources to identify patterns, gaps, and areas for improvement. These included student demographics, attendance and chronic absenteeism, suspension and behavior data, local indicator outcomes, i-Ready assessment results, enrollment trends, survey feedback from educational partners, and the previous year's School Plan for Student Achievement. This comprehensive review supported the identification of underlying causes contributing to low graduation rates and informed the development of evidence-based improvement strategies.

Through this process, school teams assessed outcomes across student groups to identify areas of resource inequity and opportunity for growth. OCDE provided support in identifying resource inequities through collaborative data analysis, root cause discussions, and the review of student outcome data to ensure resources and services were aligned with the needs of the identified schools. Particular attention was given to identified disparities in access to rigorous curriculum, consistent instructional time, and the availability of targeted supports for English Learners and other high-need student populations. This analysis helped inform more focused planning efforts aimed at improving equitable access and outcomes for students served in alternative education settings.

To improve graduation rates for all students, school teams examined areas of strength and identified opportunities for growth by analyzing barriers and potential solutions. Through a structured root cause analysis, staff identified key factors contributing to delayed or incomplete graduation and developed targeted strategies to address those challenges. The teams then identified trends and priorities within the three core areas of the Local Control and Accountability Plan: Engagement, Pupil Outcomes, and Conditions of Learning, with attention to indicators such as attendance, credit attainment, and academic progress. This process resulted in a clear identification of root causes, prioritization of challenges, categorization of needs within the LCFF framework, and the development of specific, outcome-driven goals supported by measurable actions and timelines. OCDE will monitor and evaluate the implementation and effectiveness of each school's CSI improvement plan, including progress toward improving graduation rates, through ongoing review of state and local data, regular collaboration with school leadership teams, and continuous refinement of strategies based on student outcomes.

School administrators then partnered with central office staff to allocate funding for each planned activity and to establish a clear plan for School Site Council (SSC) engagement, including member elections and meeting schedules. Administrators then presented the School Plan for Student Achievement (SPSA) to the SSC, ensuring alignment with California Department of Education (CDE) requirements to formalize approval and implementation. Additional attention was given to aligning resources with identified student needs and ensuring partner input

throughout the process. OCDE will continue to support ongoing monitoring and evaluation to assess progress, make adjustments as needed, and ensure the plan's overall effectiveness.

To enhance student success and strengthen school-community collaboration, evidence-based interventions will be implemented.

- Professional Development and Parent Engagement: Invest in training, coaching, and professional development opportunities to create a positive school climate, enhance instructional practices, and deepen understanding of the needs of special populations and their families. This will improve student achievement, while actively informing and engaging parents to support academic growth, including evidenced-based strategies related to MTSS, PBIS, and restorative practices.

- Develop and sustain integrated student supports through strong, collaborative partnerships with the Orange County Department of Education, community organizations, and trusted experts. This coordinated approach will deliver academic, social-emotional, and behavioral services that create an engaging school environment, strengthen student connections, and improve achievement outcomes.

- Provide students with curriculum-aligned, structured experiential learning opportunities, including career-connected field trips and industry visits, that extend classroom instruction into real-world contexts. These experiences, supported by intentional pre- and post-learning activities, enrich academic learning while increasing student engagement, critical thinking, collaboration, and the development of practical skills necessary for success in college, career, and life.

- Invest in high-quality supplemental materials, innovative resources, and technology-based tools to support technology-enhanced personalized learning. This approach leverages adaptive platforms, digital curriculum, and data-driven instruction to strengthen instructional effectiveness, enhance student engagement, and accelerate academic achievement while preparing students for college and career success.

- Data-Driven Decision-Making: Provide ongoing training and increase data availability for central office and school leaders, enabling informed instructional decisions and effective monitoring of student progress toward graduation and college and career readiness.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The Orange County Department of Education (OCDE) maintains an ongoing, collaborative approach with school leadership and educational partners to monitor progress toward graduation rate goals and support continuous improvement efforts. Analysis of historical and current student data indicates that many students served by ACCESS schools experience significant barriers to on-time graduation, including chronic absenteeism, high rates of mobility, interrupted educational experiences, and credit deficiencies. These conditions create resource inequities by limiting students' equitable access to timely academic interventions, coordinated case management, and consistent progress monitoring needed to support successful completion of graduation requirements. To address these inequities, OCDE engages in school-level needs assessments, implements evidence-based strategies, and develops partnerships with external agencies to expand access to online curriculum, credit recovery opportunities, and instructional practices that promote equitable access to essential coursework.

To support these efforts, OCDE is advancing a comprehensive system for monitoring key indicators, including student attendance, local assessment data (e.g., i-Ready), graduation progress, and family engagement. Internal reporting tools, including student information system data, centralized data platforms, and documentation from parent and family meetings, are used to inform decision-making and ensure meaningful educational partner involvement. Administrators regularly review student-level data with school staff and School Site Councils to identify students requiring additional support and to guide planning, resource allocation, and refinement of intervention strategies.

OCDE, in collaboration with school personnel and the Student Services team, is rolling out and providing training on an internal dashboard aligned with California's LEA and school-level Dashboards. Prior to implementation, staff relied on multiple disconnected data sources that limited their ability to quickly identify emerging risks and coordinate interventions for students most at risk of not graduating. The new dashboard provides real-time, user-friendly data summaries that improve access to actionable information, enhance transparency, strengthen collaboration among staff, and support timely, data-informed decision-making throughout the academic year.

Grounded in a commitment to continuous improvement, OCDE analyzes historical and current data related to graduation rates, attendance, academic performance, credit attainment, and intervention effectiveness to establish baselines and set measurable goals. Factors such as chronic absenteeism, mobility, and credit deficiencies are closely examined to better understand barriers to on-time graduation. Implementation of the CSI plan is actively monitored through structured processes that include fidelity checks, ongoing reviews, and data-informed coaching cycles conducted in partnership with site leadership.

Progress toward implementation is tracked through defined milestones, timelines, and shared monitoring tools, with regular review cycles to assess effectiveness. When challenges or performance gaps arise, OCDE works collaboratively with site teams to adjust strategies, reallocate resources, and provide targeted support to students with the greatest needs. Continuous monitoring through weekly, monthly, and quarterly data reviews allows for the identification of trends and emerging needs, ensuring timely and responsive adjustments that improve equitable access to interventions and increase opportunities for students to remain on track for graduation.

This work is further strengthened by the active involvement of teachers, administrators, students, families, and community partners, creating a comprehensive and inclusive approach to continuous improvement. Celebrating progress and sharing outcomes with the broader school community remains a priority, as it promotes transparency, builds collective ownership, and reinforces a sustained commitment to improving graduation outcomes for all students.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
All Educational Partners	As the LEA concludes the third year of the California Community Schools Partnership Program (CCSPP) Implementation Grant and the second year participating in the Community Engagement Initiative (CEI), we continue to deepen our commitment to meaningful engagement and shared decision-making. Students, families, staff, and community partners are engaged as active contributors in shaping a shared vision for student success, which is reflected throughout the LCAP. Engagement efforts are intentionally aligned to support inclusive, partner-driven continuous improvement. To ensure that underrepresented families have a strong and authentic voice in the LCAP process—particularly in shaping goals and actions related to Equity Multiplier funds—the LEA implements best practices from Karen Mapp's Dual Capacity-Building Framework. These efforts focus on building trust, honoring language and culture, and recognizing the strengths and assets of families. Engagement structures are designed to be systemic, integrated, and sustained, strengthening the foundation for ongoing collaboration. During the 2025–26 school year, a diverse team of students, parents, community partners, teachers, administrators, and school staff participated in five CEI Peer Leading and Learning Network (PLLN) sessions, including virtual meetings on September 16, 2025 and January 27, 2026, and in-person convenings on October 23–24,

Educational Partner(s)	Process for Engagement
	2025; March 12–13, 2026; and April 30–May 1, 2026. Through this peer-led model, participants engaged in shared learning, exchanged strategies and tools, and strengthened practices that support community-building and shared leadership. As a result of this work, the LEA refined its engagement practices, strengthened alignment with LCAP goals and actions, and co-developed an equity-centered Aim Statement. This process has strengthened the LEA's capacity to sustain authentic engagement and ensure that educational partner voices are consistently reflected in planning and decision-making.
OCDE Students	Student voice was elevated through multiple engagement structures designed to center student experiences and perspectives. Student Listening Circles were conducted at thirteen ACCESS sites during January, February, and March, representing sites receiving Equity Multiplier funds. These circles created safe and supportive environments where students shared their motivations, challenges, and ideas for school improvement. The process yielded valuable qualitative "street data" that informed the LCAP development process. Students also participated in the General LCAP Parent Advisory Committee for the second consecutive year. The committee met on November 5, 2025; February 11, 2026; April 9, 2026; and May 14, 2026. Through interactive activities, students built understanding of the LCAP and Local Control Funding Formula (LCFF), analyzed state and local data, and contributed input on student outcomes, including attendance and academic progress. Students also reviewed draft sections of the LCAP to ensure their perspectives were accurately represented. At Sunburst Youth Challenge Academy and Harbor Learning Center North, Student Council members participated in ongoing school decision-making meetings, contributing ideas for school improvement while building their understanding of civic engagement and policy.

Educational Partner(s)	Process for Engagement
	Students further contributed input through participation in the LEA's semi-annual Community Schools event, "All Hands on Deck", engaging in dialogue with families, staff, and community partners. Additionally, students completed an online survey administered from November through February, providing feedback on school climate, supports, and the quality of their educational experience.
OCDE Parents, Caregivers, and Students	The LEA engaged parents and caregivers through a range of advisory structures, events, and outreach strategies designed to build relationships and support meaningful participation in the LCAP process. Parents and caregivers served together with students on the General LCAP Parent Advisory Committee, which met on November 5, 2025; February 11, 2026; April 9, 2026; and May 14, 2026. Committee members developed an understanding of the LCAP and LCFF, reviewed student data, and provided input on priorities related to student outcomes. Members also reviewed draft sections of the LCAP. The District English Learner Advisory Committee (DELAC)/EL Parent Advisory Committee met regularly throughout the year, with meetings held on August 28, 2025; September 18, 2025; October 23, 2025; November 20, 2025; January 29, 2026; February 26, 2026; March 26, 2026; April 23, 2026; and May 14, 2026. Families were invited through personalized outreach, including phone calls, emails, and text messages via Parent Square. Meetings provided opportunities for families to build community, share feedback on programs and supports for English learners, and contribute input on LCAP development. The ACCESS County Community School's School Site Council met in person this year on February 11, 2026, and the SSC for the ACCESS Juvenile Hall Schools met virtually on October 7, 2025. These committees provide an opportunity for families and school staff to participate together in budget development and program decisions

Educational Partner(s)	Process for Engagement
	regarding the School Plan for Student Achievement (SPSA) and to provide input on LCAP goals and actions, especially regarding the use of Equity Multiplier funds. Families and caregivers also participated in All Hands on Deck, the LEA's semi-annual Community Schools event, which brings together educational partners to build a shared vision for student success. During the February 19, 2026 convening, participants engaged in a Learning Walk to observe LCAP-funded programs and services, including Career Technical Education (CTE), school-based mental health supports, Family Connection Centers, and community-based learning opportunities. Additional engagement opportunities included Title I Annual Meetings held in conjunction with site Open House events, virtual Parent Information Meetings for families of students enrolled in ACCESS Juvenile Hall, and a Parent Listening Circle held on January 30, 2026. To further expand participation, particularly among underrepresented families, bilingual Family and Community Engagement (FACE) staff conducted targeted outreach via phone, email, and text message. Families were invited to participate in LCAP surveys conducted from November through February, with both phone-based and electronic options available to increase accessibility.
Orange County Department of Education (OCDE)	OCDE staff across divisions contributed to the development of the LCAP through collaborative planning, data review, and ongoing consultation. Staff from Educational Services and Business Services provided guidance related to updates in the LCAP template and supported the preparation of the document. The OCDE Executive Cabinet provided leadership and direction aligned to the mission and vision for OCDE schools during their twice monthly meetings.

Educational Partner(s)	Process for Engagement
	The LCAP Committee, composed of classified, certificated, and executive staff, met every other month to review input from educational partners and support the development of LCAP goals, actions, and expenditures. Committee members collaborated with representatives from Budget Support, Title I, Title III, Foster Youth Services, English Learner Services, Special Education Services, and Student Services to ensure alignment and coherence across programs.
School Staff in ACCESS and Connections	Site-based teams engaged in ongoing discussions facilitated by principals, supporting reflection on student needs and program effectiveness. LCAP goals, actions, and Equity Multiplier funding were also discussed during monthly Community of Practice meetings attended by ACCESS directors and administrators. A SELPA meeting was held on April 7, 2026 to provide a forum for teachers and staff to discuss supports needed for Special Education students in ACCESS and Connections, and input was recorded and shared with the LCAP team. An electronic survey was distributed to instructional and non-instructional staff, as well as administrators, from November through February to gather input on school climate, professional learning, and student needs. Additionally, alignment between the LCAP and the Connections Strategic Plan was reviewed during monthly administrative meetings to support coherence across initiatives.
Foster Youth Services Coordinating Program (FYSCP)	OCDE’s Foster Youth Services Coordinating Program (FYSCP) convened quarterly network meetings on September 19, 2025, November 7, 2025, February 5, 2026, and May 1, 2026, with Foster Youth Liaisons from all 28 Orange County school districts during the 2025–26 school year. Meetings provided updates and resources related to foster youth education, shared educational outcome data and LEA foster youth needs assessment results, and supported collaborative problem-solving for complex cases. OCDE Legal

Educational Partner(s)	Process for Engagement
	Counsel provided guidance on legal questions, and a panel of current and former foster youth elevated youth voice and lived experience. Based on LEA feedback from the prior year's survey, FYSCP also hosted two combined Student Services Network meetings bringing together Foster Youth, McKinney-Vento, and Child Welfare and Attendance staff to strengthen collaboration and address overlapping student needs. Due to positive district feedback, all quarterly network meetings will transition to a combined Student Services Network structure beginning in 2026–27. In 2025–26, FYSCP also met quarterly with the Executive Advisory Council (EAC), which includes representatives from the OC Juvenile Court, Child Welfare Agency, Probation, school districts, charter schools, caregivers, Court Appointed Special Advocates, current or former foster youth, and community partners. EAC feedback continues to inform FYSCP goals and LCAP actions. FYSCP staff also participate in the OCDE LCAP Committee to support development of actions addressing the needs of foster youth across Orange County. FYSCP continued the "Walking in Each Other's Shoes: Cross-Agency Trainings to Strengthen Collaboration for Youth in Care" series during the 2025–26 school year. Trainings included "Understanding the Dependency Court Process," presented by Orange County Juvenile Court Presiding Judge Honorable Craig Arthur, and "Special Education: Supporting Youth in Care with Complex Needs," presented collaboratively by OC SELPA Directors, the OCDE ACCESS Special Education Team, OCDE FYSCP, and OCDE Legal Counsel. These efforts strengthened cross-system collaboration and support for youth in care.
Bargaining Units	Meetings were held with leadership from the Certificated Association (OCSEA) on April 8, 2026, and the Classified Association (CSEA) on April 1, 2026 to review feedback gathered from member surveys, discuss priorities related to Equity Multiplier funding, and gather

Educational Partner(s)	Process for Engagement
	additional input on strategies to support student outcomes in OCDE schools.
Community Partners	Community partners, including representatives from public agencies, community-based organizations, and local businesses, were engaged through the LEA's All Hands on Deck Community Schools events. During the February 19, 2026 convening, partners received an overview of the LCAP process and participated in a Learning Walk highlighting LCAP- and Equity Multiplier-funded programs and services. These engagement opportunities provided space for dialogue, strengthened partnerships, and supported collaborative efforts to align services and resources to meet the needs of students and families.
Public Commentary	Prior to the Orange County Board of Education meeting on June 3, 2026, written comments were submitted regarding the 2026-27 OCDE school program and its collaborative efforts to align services and resources to meet the needs of students and families. Prior to the Orange County Board of Education meeting on June 3, 2026, written comments were submitted regarding the 2024-25 OCDE school program and the services and supports provided by the LCAP: "The teacher supported him and made him feel smart and seen. His confidence was raised. He had a great change due to the support. He felt like a human being and was not labeled." "I am very grateful for the food pantry, the Transition Specialist, and the referral to other resources." "My child will be graduating a semester early because of the progress she has made at Sunburst." "My son has written to me and expressed how he enjoys his time in class. His perspective is very different now."

Educational Partner(s)	Process for Engagement
	“My child seems very motivated to attend school. I got input from his SPED teacher saying he puts a lot of effort into his work.” “I like the school because my son feels safe there, and the workshops they offer have also been an important tool for me as a parent.” “I have seen a huge turnaround and improvement in my daughter’s academics.” “The Skyview Program has made a truly positive change in my student. He feels that his voice is heard and that he is seen as an individual. From the moment we met the staff and toured Skyview, the environment felt welcoming, and there was a positive feeling from everyone we met.”

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

OCDE’s educational partners have consistently emphasized the importance of engaging students through culturally relevant, future-ready learning, strengthening the capacity of all partners to support student success, and fostering a school climate grounded in equity and inclusion.

The goals and actions outlined in the 2026–27 LCAP were developed through an inclusive and collaborative process that elevated the voices of students, parents, school teams, community partners, and bargaining units. This process ensures that the plan addresses the needs of unduplicated students while promoting the academic achievement and social-emotional well-being of all students.

Aligned with California’s Community Schools framework, the actions in this LCAP are designed to create the conditions, strengthen systems, and implement key practices necessary for all students to thrive in a Community School environment.

GOAL 1 – INCREASE ENGAGEMENT
Building genuine, trusting relationships between home, school, and community has consistently been identified by educational partners as essential to increasing engagement, particularly among underserved families. This aligns with the research of Dr. Karen Mapp, which highlights strong partnerships as foundational to student success.

At ACCESS and Connections, building trust begins at enrollment and continues through ongoing interactions with families. Educational partner input reinforces the importance of creating a school climate where families feel welcomed, informed, valued, and recognized as true

partners in their child's education (Goal 1 – Action 1). Families consistently express a desire for stronger connections with teachers and staff, meaningful opportunities to participate in shared decision-making, and sustained support throughout their child's educational journey.

In response, OCDE is committed to fostering inclusive, relationship-centered environments where students and families feel a strong sense of belonging. Schools will continue to create safe, supportive, and innovative learning environments where students can find their voice, engage fully, and feel connected to their school community.

Educational partners also expressed a strong interest in family-friendly opportunities that support student learning and strengthen connections. Families shared that they value participating alongside their children in workshops and community-building events. In response, OCDE will expand opportunities for engagement through events such as Open House, College and Career Fairs, Math and Literacy Nights, and cultural celebrations (Goal 1 – Action 2). These events will be offered at varied times to increase accessibility, and school teams will co-design activities with families to ensure they reflect community interests and needs. Student performances, showcases, and recognition events will further promote connection, belonging, and engagement.

More frequent, timely, and effective communication—particularly related to academic progress—continues to be a priority identified by families. Across Listening Circles, LCAP surveys, and advisory committees, students, parents, and caregivers consistently expressed the need for accessible information about grades, credits, attendance, and overall progress.

To address this need, OCDE will provide Parent Portal login information at enrollment and offer ongoing training through workshops and school meetings to ensure families can confidently access and use the platform (Goal 1 – Action 1). Training for teachers and instructional staff will also be expanded to promote consistent and effective use across the educational team.

Educational partners further emphasized the importance of immediate and accessible communication regarding school events and opportunities. OCDE will continue to utilize its two-way texting platform with instant translation in families' home languages (Goal 1 – Action 2), while exploring additional tools to enhance communication. Staff training will be expanded to ensure full use of available features. These efforts are designed to ensure families have timely, accessible information to support their children's learning.

Input from DELAC meetings and LCAP survey data also highlights the need for expanded language supports for both families and students. To increase equity and access, OCDE will explore additional technology supports, such as hand-held translation devices (Goal 1 – Action 2).

OCDE will continue to provide over-the-phone interpretation services, offering immediate access to live interpreters in more than 50 languages. Bilingual staff will receive ongoing training in interpretation and translation best practices, and will have opportunities to build capacity through Multilingual Consortium meetings and professional conferences. These efforts strengthen the LEA's ability to effectively engage and support multilingual families.

Feedback from LCAP surveys and workshop evaluations consistently highlights the value of parenting workshops. Families identified a need for strategies related to mental health and stress management, communication, goal setting, motivation, and fostering positive behaviors (Goal 1 – Action 2).

OCDE will maintain funding to provide workshops in both English and Spanish, offered in virtual and in-person formats to increase accessibility (Goal 1 – Actions 2 and 4). Partnerships with providers will ensure relevant, high-quality content aligned to student and family needs. These opportunities are particularly important for low-income families and families of English learners, who may have limited access to such resources.

In addition, OCDE will provide opportunities for parents, caregivers, and staff to participate in conferences and regional collaborations that build skills for engaging across diverse cultural, linguistic, and socioeconomic backgrounds (Goal 1 – Action 4).

Maintaining a safe, supportive, and positive school climate remains a high priority for educational partners, as reflected in CHKS data, Listening Circles, surveys, and Advisory Committee feedback. To strengthen school climate, OCDE will continue to support Restorative Justice and Wellness Specialist positions (Goal 1 – Action 5), along with professional learning in areas such as emotional intelligence, trauma-informed practices, mental health, and compassion resilience.

These efforts are designed to foster inclusive environments where students feel safe, connected, and supported, contributing to increased engagement, improved attendance, and positive academic outcomes.
Students experiencing homelessness face significant barriers to learning, including food insecurity, lack of transportation, limited access to essential items, and challenges accessing critical services.

To help remove these barriers, OCDE has expanded its Family Connection Centers (FCCs), increasing the total to five locations. FCCs provide centralized, accessible spaces where families can connect with staff and community partners and access resources, services, and essential supplies. Through partnerships with Second Harvest Food Bank of Orange County, school pantries at two FCC sites provide food and basic necessities. Serving more than 150 families per week, the FCCs also distribute school supplies, hygiene items, and emergency clothing (Goal 1 – Action 6).

To support families who are temporarily unsheltered, OCDE has partnered with a local housing operator to expedite referrals for short-term housing, assist families to secure more permanent housing, and provide families with emergency supplies (Goal 1 – Action 6).
OCDE will also continue providing transportation supports, including bus passes, and explore additional options (Goal 1 – Action 6). By addressing basic needs, these efforts support attendance, engagement, and student learning.

Finally, educational partners continue to highlight the ongoing impact of the pandemic on student and family mental health. Students report increased feelings of isolation, anxiety, and depression, which contribute to barriers in attendance and engagement. These challenges are especially pronounced for students in unduplicated groups.

To respond, OCDE will maintain school-based mental health staffing and partnerships with community providers to ensure access to comprehensive support (Goal 1 – Action 7). Universal mental health screening tools will continue to be used to proactively identify student needs. These efforts support student well-being and promote improved engagement, attendance, and academic outcomes.

GOAL 2 – IMPROVE PUPIL OUTCOMES

Educational partners consistently emphasize the need for targeted academic support to address unfinished learning and accelerate progress, particularly for unduplicated student groups. Teachers, parents, and caregivers identified one-on-one support as a critical strategy to strengthen foundational skills and promote academic success.

In response, OCDE will recruit additional instructional staff to provide tutoring in English Language Arts, Mathematics, and other core subjects (Goal 2 – Action 1). Tutoring will address both foundational and advanced skills while incorporating enrichment activities to increase student motivation and engagement. Instructional staff will participate in ongoing professional development and receive individualized coaching to strengthen effective instructional practices.

Additional transition supports will be provided for foster youth residing in Short-Term Residential Treatment Programs (STRTPs) and adjudicated youth (Goal 2 – Actions 4 and 6). These students often experience disruptions to their education due to mobility, attendance challenges, and mental health needs. Individualized academic support will help students build confidence, improve engagement, and make progress toward their academic goals.

Educational partners also identified expanded learning opportunities as a key strategy to increase engagement and support whole-child development. Through Listening Circles and Advisory Committee input, students expressed strong interest in community-based learning experiences, including career exploration, college readiness, financial literacy, visual and performing arts, and field-based learning opportunities.

To address this need, OCDE will expand afterschool programming at selected sites to provide engaging, high-interest opportunities aligned to student interests (Goal 2 – Action 2). These offerings will be complemented by community-based learning experiences such as Career Success Week, Library Link, field trips, and other enrichment activities that extend classroom learning. Based on participation and feedback, these efforts are expected to increase student engagement, attendance, and academic achievement.

Input from the English Learner (EL) Parent Advisory Committee continues to highlight the need for increased support for English Learners and Long-Term English Learners (LTELs). To strengthen outcomes for these students, OCDE will provide targeted instructional support and allocate resources for curriculum, supplemental materials, educational technology, and literacy tools (Goal 2 – Actions 5 and 8). Families will also be supported through access to literacy resources and connections to community-based services.

These efforts are designed to provide inclusive, responsive learning environments that support language development and academic growth, enabling EL and LTEL students to successfully transition to broader academic settings and achieve improved outcomes.

Career Technical Education (CTE) remains a high priority identified by educational partners. During the 2025–26 school year, the CTE program expanded from four to fifteen sites, significantly increasing access to career pathways.

LCAP funding will continue to support CTE instructional staff to develop career pathways, implement career-focused coursework, and strengthen articulation with community colleges (Goal 2 – Actions 7 and 9). Ongoing professional learning will ensure staff remain current with evolving industry standards and workforce demands.

To further increase access, OCDE will invest in mobile instructional spaces and provide transportation to CTE sites. Students will engage in community-based learning, internships, and work-based learning opportunities that build technical knowledge and essential skills such as critical thinking, collaboration, creativity, and communication.

Through these experiences, students will develop the skills, confidence, and resilience needed for college, career, and lifelong success.

GOAL 3 – MAINTAIN CONDITIONS OF LEARNING
Educational partners consistently emphasize the importance of safe, accessible, modern, and welcoming learning environments, as reflected in LCAP survey data and feedback from parents, students, and community partners.

During the 2025–26 school year, OCDE expanded and enhanced facilities and learning spaces across the Alternative Education Division (ACCESS) to better serve students and families. Improvements included the addition of Career Technical Education (CTE) classrooms, Digital Media Labs, Wellness Spaces, and Family Connection Centers. Outdoor learning environments were also expanded through the development of school garden spaces, supporting hands-on, cross-curricular instruction and Community School events. Research indicates that access to green spaces can increase student engagement and support mental health and well-being.

In addition, school sites enhanced campus identity through signage, banners, murals, and student artwork, helping to create welcoming environments and foster a sense of belonging.

OCDE will continue to ensure that all facilities are well-maintained in accordance with state and local regulations, including regular safety inspections and reporting (Goal 3 – Action 1). LCAP funds will support facilities staff, maintenance, transportation, and operational supplies. These efforts contribute to safe, inclusive environments that support positive school climate and improved student outcomes.

Social-emotional learning (SEL) has also been identified as a priority by families through surveys and advisory group input. In response, OCDE's Community Engagement Initiative (CEI) team selected an SEL curriculum and developed a scalable implementation plan across alternative education settings. With ongoing input from students and families, this curriculum will be piloted during the 2026–27 school year.

Staff feedback indicates that current curriculum and assessment programs provide access to a broad course of study and support students in meeting state standards. OCDE will continue to fund core instructional programs, including Imagine Learning (formerly Edgenuity), ST Math, and iReady (Goal 3 – Action 2).

In addition, OCDE will maintain access to a digital library of over 80,000 audiobooks and e-books, including a wide range of literary and informational texts. This resource supports both academic and recreational reading and increases accessibility for students with disabilities through features such as adjustable text size, specialized fonts, and enhanced contrast.

Educational partners also identified student well-being and regular school attendance as key priorities. To support these efforts, OCDE's Child Welfare and Attendance (CWA) team will continue to expand services for students who have been expelled, supporting successful transitions back to districts of residence or toward graduation from ACCESS programs (Goal 3 – Action 3).

The CWA team will also implement a data-driven, collaborative approach to address truancy and chronic absenteeism, working closely with the Attendance and Records office, teachers, and site staff to identify and support students who are not consistently attending school.

High-quality, relevant professional learning remains a priority identified by both instructional and non-instructional staff. Targeted professional development is essential to strengthen instruction and improve outcomes for unduplicated student groups.

OCDE will provide training, materials, and resources in areas most requested by staff, including Community Schools, Community-Based Learning, Social-Emotional Learning, Mental Health and Wellness, Restorative Practices, Emotional Intelligence, and best practices to support English learners, low-income students, Foster Youth, and students experiencing homelessness (Goal 3 – Action 6). LCAP funds will also support staff participation in conferences and professional learning opportunities that build capacity to meet diverse student needs.

Through these combined efforts, OCDE will maintain the conditions necessary to support high-quality instruction, student engagement, and improved academic outcomes.

GOAL 4 – IMPLEMENT THE EQUITY MULTIPLIER INITIATIVE FOR ACC
High mobility rates and a high percentage of socioeconomically disadvantaged students in ACC schools create significant barriers to student achievement. Frequent school transitions disrupt learning continuity and can result in students falling behind academically. To address these equity gaps, OCDE engaged educational partners throughout the year to identify the supports and services that would have the greatest impact on student success.

Through Listening Circles, surveys, and advisory group input, students expressed a need for engaging, relevant learning opportunities that prepare them for college and career success. Parents and caregivers similarly emphasized the importance of developing technical and workforce-ready skills.

In response, OCDE will enhance instruction by creating student-centered, inquiry-based learning environments. These future-ready classrooms will incorporate hands-on projects and community-based learning opportunities that allow students to explore their interests, build on their strengths, and develop advanced technical skills (Goal 4 – Action 1). Through experiences such as podcasting, digital media production, and collaborative projects, students will engage in meaningful learning that fosters creativity, communication, and critical thinking. Students will also explore real-world issues relevant to their communities, strengthening their voice and civic engagement.

Educational partners also identified the need for consistent and equitable system practices across ACC sites. To strengthen implementation, OCDE will refine systems to ensure that resources and supports are allocated effectively and implemented with fidelity.

To support instructional capacity, OCDE will implement strategies to recruit additional substitute instructional staff, addressing staffing needs identified by teachers and administrators. OCDE will also expand professional learning opportunities focused on Culturally Relevant and Linguistically Responsive Teaching, Universal Design for Learning (UDL), Positive Behavioral Interventions and Supports (PBIS), and other key practices within a Multi-Tiered System of Supports (MTSS) framework (Goal 4 – Action 2). In addition, school-to-home communication materials will be updated to ensure families receive clear, consistent information that supports engagement in their child’s learning.

Community partnerships were also identified as a critical component of equitable student support. Educational partners highlighted the value of partnerships in providing enrichment opportunities, career exploration, vocational training, mentoring, and wraparound services.

To expand access to these opportunities, OCDE will strengthen collaboration with community partners through new and expanded programs and activities (Goal 4 – Action 3). These efforts will enhance community-based learning and reinforce shared responsibility for student success, aligned with the vision of the California Community Schools Partnership Program (CCSPP) and the Community Engagement Initiative (CEI).

Students and families also emphasized the importance of individualized academic support, noting that access is sometimes limited due to staffing constraints. In response, OCDE will continue to expand instructional staffing across ACC to provide more consistent and equitable access to support (Goal 4 – Action 4).

Expanding the instructional team will allow for more personalized learning experiences that build on student strengths and address individual needs, supporting progress toward academic achievement and college and career readiness.

GOAL 5 – IMPLEMENT EQUITY MULTIPLIER INITIATIVES FOR ACCESS JUVENILE HALL SCHOOL (AJH)
Youth enrolled in ACCESS Juvenile Hall (AJH) face complex personal and systemic challenges that impact their educational attainment and overall well-being. Many students have experienced significant Adverse Childhood Experiences (ACEs), which can affect cognitive development, behavior, and emotional health. Frequent school transitions further disrupt learning continuity, contributing to gaps in academic progress.

To address these equity gaps, OCDE engaged educational partners throughout the year to identify the supports and services that would have the greatest impact on student success.
Through Listening Circles, surveys, and advisory input, students expressed a need for engaging, relevant learning opportunities that prepare them for success beyond the institutional setting. Parents and caregivers similarly emphasized the importance of developing technical and workforce-ready skills.

In response, OCDE will enhance instruction by expanding student-centered, inquiry-based learning opportunities that foster critical thinking, problem-solving, and digital literacy (Goal 5 – Action 1). To the extent possible within institutional guidelines, learning environments will incorporate hands-on, future-ready experiences that support student engagement and skill development. These efforts are designed to support successful reintegration and long-term outcomes for youth in care.

Educational partners also identified the importance of consistent and equitable system practices. OCDE will strengthen systems to ensure that resources and supports are implemented with fidelity and allocated effectively across AJH programs.

To support instructional capacity, OCDE will recruit additional teachers and paraeducators to address staffing needs identified by school leaders. Professional learning will be expanded to ensure staff are trained in Culturally Relevant and Linguistically Responsive Teaching, Universal Design for Learning (UDL), Positive Behavioral Interventions and Supports (PBIS), and other best practices within a Multi-Tiered System of Supports (MTSS) framework (Goal 5 – Action 2).

Community partnerships were also identified as essential to supporting youth in care. Educational partners highlighted the value of partnerships in providing enrichment opportunities, vocational training, mentoring, and wraparound services.

OCDE will continue to strengthen collaboration with community partners to expand programs and services that support successful transitions back into the community (Goal 5 – Action 3). These efforts promote shared responsibility for student success and align with broader Community Schools principles.

Students and families also emphasized the importance of individualized academic support, noting that access is sometimes limited due to staffing constraints within the institutional setting. In response, OCDE will increase instructional staffing across AJH to provide more consistent and equitable access to support (Goal 5 – Action 4).

Expanding the instructional team will allow for more personalized learning experiences that build on student strengths and address individual needs, supporting academic progress and successful reintegration into the community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	INCREASE ENGAGEMENT: OCDE collaborates with families, schools, and educational partners to establish a strong foundation for student success in welcoming, supportive, and inclusive school environments. This framework provides all students with engaging programs, personalized instruction, and opportunities within school communities that promote respect, cultural appreciation, and inclusivity. By prioritizing responsive engagement, educational partners play an important role in strengthening participation and improving student outcomes, including English language proficiency, attendance, and social-emotional well-being, through targeted programs and services.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The development of Goal 1 is based on both demonstrated progress and ongoing needs in student and family engagement. LCAP data shows increases in students reporting that their schools value cultural diversity and inclusion at ACC (79% to 85%) and AJH (47% to 70%), along with increased parent survey participation and significant growth in ELAC involvement in both schools. Family engagement opportunities also expanded in ACCESS and remained consistent in Connections, reflecting continued efforts to strengthen partnerships and promote inclusive school communities.

Student outcome data further supports this focus. Attendance rates improved across student groups, including English Learners and students experiencing homelessness, and graduation rates increased across all student groups. Suspension rates declined slightly and expulsion rates remained at 0%, suggesting progress in creating supportive school environments. However, chronic absenteeism trends were mixed, with increases among Foster Youth, students with disabilities, and Long-Term English Learners, indicating a need for more targeted and responsive engagement strategies.

While these data reflect positive momentum, they also highlight inconsistencies in outcomes across student groups and programs, as well as continued opportunities to strengthen family participation. Maintaining a focused goal on engagement ensures that OCDE continues to build inclusive, culturally responsive environments, expand meaningful opportunities for family and student involvement, and address disparities in attendance and other key outcomes. This goal supports improved family engagement and student success, connectedness, and overall well-being.

METRICS KEY:

School Abbreviations: ACC= ACCESS County Community School; AJH= ACCESS Juvenile Hall; OCCS= OCCS:CHEP/PCHS; CONNECTIONS= Orange County Special Education
Student Group Abbreviations: EL= English Learner; LI = Low-Income; HL= Homeless; FY= Foster Youth; SWD= Students with Disabilities; Hisp= Hispanic; Wh= White; As= Asian; LTEL=Long-Term English Learner; AFAM = African American

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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)	ACC: 77% AJH: 60% (Source: 2024-2025 LCAP Survey)	ACC: 85% AJH: 70% (Source: 2025-2026 LCAP Survey)	ACC: 85% AJH: 55% (Source: LCAP Survey)	ACC: Increased 6% pts AJH: Increased 23% pts (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)	ACCESS: 30% Connections: 6% (Source 2024-2025 LCAP Survey Results/Title I)	ACCESS: 34% Connections: 8% Source: 2025-2026 LCAP Survey Results/Title I	ACCESS: 40% Connections: 30% (Source: LCAP Survey Results/Title I)	ACCESS: Increased 8% pts Connections: Decreased 4% pts (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 parents of ELs AJH: 28 parents of ELs OCCS: 0 Connections: 0	ACC: 115 parents of ELs AJH: 8 parents of ELs OCCS: 0 Connections: 0	ACC: 111 parents of ELs AJH: 8 parents of ELs OCCS: 0 CONNECTIONS: 0	ACC: 150 parents of ELs AJH: 15 parents of ELs OCCS: 5 parents of ELs Connections: 4 parents of ELs	ACC: Decreased by 37 parents AJH: Decreased by 20 parents OCCS: Maintained at 0 Connections: Maintained at 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: Multilingual Student Services office/2023-2024)	(Source: Multilingual Student Services office/2024-2025)	(Source: Multilingual Student Services office/2025-2026)	(Source: Multilingual Student Services office)	(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 attend school's English Learner Advisory Committee (ELAC) meetings.	ACC: 31 parents of ELs AJH: 1 parent of ELs (Source: Multilingual Student Services office/2023-2024)	ACC: 21 parents of ELs AJH: 0 (Source: Multilingual Student Services office/2024-2025)	ACC: 49 parents of ELs AJH: 16 parents of ELs (Source: Multilingual Student Services office/2025-2026)	ACC: 35 parents of ELs AJH: 5 parents of ELs (Source: Multilingual Student Services office)	ACC: Increased by 18 parents AJH: Increased by 15 parents (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: 399 Connections: 80 (Source: Title I and Connections Office/ 2024-2025)	2025-26 Family Engagement Activities to date: ACCESS: 425 Connections: 104 (Source: Title I and Connections Office/2025-2026)	ACCESS: 350 Connections: 75 (Source: Title I and Connections Office)	ACCESS: Increased by 89 events Connections: Increased by 38 events (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%	2023-2024 attendance rate: All: 79% EL: 76% HL: 68%	2024–2025 attendance rate: All: 80% EL: 77% HL: 70%	All: 80% EL: 80% HL: 75%	All: Increased 2.24% EL: Increased 3.99% HL: Increased 6.76%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: 2022-2023 CALPADS 14.2)	(Source: 2023-2024 CALPADS 14.2)	(Source: 2024–2025 CALPADS 14.2)	(Source: CALPADS 14.2)	(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% SWD: 30.3% (Source: 2023 CA Dashboard)	ACCESS: All: 38% EL: 53% FY: 23% HL: 68% LI: 46% SWD: 33% LTEL: 57% * Connections: All: 45% EL: 54% FY: 0% HL: 0% LI: 46% SWD: 45% LTEL: 50% * (Source: 2024 CA Dashboard) * New student group in 2024	ACCESS: All: 46% EL: 37% FY: 51% HL: 61% LI: 46% SWD: 48% LTEL: 64% Connections: All: 31% EL: 41% FY: Data not Available (Small cohort) HL: 0% LI: 36% SWD: 31% LTEL: Data not Available (Small cohort) OCCS: All: 20% * Hisp: 23% * LI: 32% * (Source: 2025 CA Dashboard) * New student group in 2025	ACCESS: All: 40% EL: 40% FY: 30% HL: 45% LI: 40% SWD: 30% LTEL: 40% Connections: All: 25% EL: 35% FY: 18% HL: 0% LI: 20% SWD: 25% LTEL: 35% OCCS: All: 15%* Hisp: 20%* LI: 20%* (Source: CA Dashboard) *New student group in 2025	ACCESS: All: Declined 6.3% pts EL: Declined 19.7% pts FY: Increased 15.1% pts HL: Declined 3.8% pts LI: Declined 4.8% pts SWD: Increased 5.4% pts LTEL: Increased 7% pts OCCS: All: Data not available Hisp: Data not available LI: Data not available Connections: All: Increased .7% pts EL: Increased .8% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						FY: Data not Available (Small cohort) HL: Maintained 0% pts LI: Increased 8.3% pts SWD: Increased .7% pts LTEL: Data not Available (Small cohort) (Source: CA Dashboard)
1.8	Suspension Rate	OCDE All: 2.1% ACC All: 3.1% EL 4.9% SWD 4.7% LI: 3.3% FY: 6.6% HL: 3.5% AJH: 0% EL: 0% LI: 0% FY: 0% HL: 0% OCCS: 0% EL: 0% LI: 0%	OCDE All: 2% ACC All: 2% EL: 4% SWD: 3% LTEL: 4% * LI: 3% FY: 2% HL: 3% AJH: 2% EL: 1% LTEL: 2% LI: 2% FY: .5% HL: 5% OCCS: 0%	OCDE All: 1.5% ACC All: 1.8% EL: 2.4% SWD: 2.2% LTEL: 2% LI: 1.9% FY: 3.5% HL: 1.9% AJH: 0.7% EL: 1% LTEL: 1.1% LI: 0.7% FY: 1.1% HL: 0% OCCS: 0%	OCDE All: 1.0% ACC 2% EL 3% SWD 3% LTEL: 3% LI: 3% FY: 3% HL: 3% AJH: 0% EL: 0% LTEL: 0% LI: 0% FY: 0% HL: 0% OCCS: 0%	OCDE All: Declined 0.6% ACC: Declined 1.3% pts EL: Declined 2.5% pts SWD: Declined 2.5% pts LTEL: Declined 2% pts LI: Declined 1.4% pts FY: Declined 3.1% pts HL: Declined 1.6% pts AJH: Increased .7% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: 0% HL: 0% Connections: 0.5% EL: 0% LI: 1% FY: 0% HL: 0% (Source: 2023 CA Dashboard)	EL: 0% LTEL: 0% LI: 0% FY: 0% HL: 0% Connections: 0.7% EL: 0% LTEL: 0% LI: 1% FY: 0% HL: 0% (Source: 2024 CA Dashboard) * New student group in 2024	EL: 0% LTEL: 0% LI: 0% FY: 0% HL: 0% Connections: 0% EL: 0% LTEL: 0% LI: 0% FY: 0% HL: 0% (Source: 2025 CA Dashboard)	EL: 0% LTEL: 0% LI: 0% FY: 0% HL: 0% Connections: 0% EL: 0% LTEL: 0% LI: 0% FY: 0% HL: 0% (Source: 2024 CA Dashboard)	EL: Increased 1% pts LTEL: Declined .9% pts LI: Increased .7% pts FY: Increased 1.1% pts HL: Maintained 0% pts OCCS: Maintained 0% pts EL: Maintained 0% pts LTEL: Maintained 0% pts LI: Maintained 0% pts FY: Maintained 0% pts HL: Maintained 0% pts Connections: Declined 0.5% pts EL: Maintained 0% pts LTEL: Maintained 0% pts LI: Declined 1% pts FY: Maintained 0% pts HL: Maintained 0% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						(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% 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%	4/5 Year Cohort (Traditional School) Dashboard Accountability Methodology: OCDE All: 48% EL: 45% FY: 41% Hisp: 47% HL: 47% LI: 47% SWD: 51% Wh: 51% As: 55% LTEL: 45% * ACC All: 46% EL: 46% FY: 47% Hisp: 46% HL: 48% LI: 46% SWD: 50% Wh: 42% LTEL: 46% *	4/5 Year Cohort (Traditional School) Dashboard Accountability Methodology: OCDE All: 55% EL: 54% FY: 50% Hisp: 54% HL: 54% LI: 54% SWD: 52% Wh: 64% As: 62% LTEL: 56% AFAM: 49%* ACC All: 55% EL: 55% FY: 55% Hisp: 53% HL: 54% LI: 55% SWD: 51% Wh: 60% LTEL: 57%	4/5 Year Cohort (Traditional School) Dashboard Accountability Methodology: OCDE All: 60% EL: 60% FY: 60% Hisp: 60% HL: 60% LI: 60% SWD: 60% Wh: 60% As: 60% LTEL: 60% AFAM: 60% * ACC All: 60% EL: 60% FY: 60% Hisp: 60% HL: 60% LI: 60% SWD: 60% Wh: 60% LTEL: 60%	4/5 Year Cohort (Traditional School) Dashboard Accountability Methodology: OCDE All: Increased 7.8% pts EL: Increased 12.4% pts FY: Increased 1% pts Hisp: Increased 7.1% pts HL: Increased 10.8% pts LI: Increased 9.3% pts SWD: Increased 2.3% pts Wh: Increased 12.6% pts As: Increased 5.7% pts LTEL: Increased 11% pts AFAM: No data available*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 51.2% Hisp: 52.9% LI: 40.8% SWD: 48.6% FY: 35.3% HL: 48.7% OCCS: All: 78.2% LI: 80.4% FY: N/A EL: Less than 11 students; Data not displayed HL: Less than 11 students; Data not displayed Connections: All/SWD: 10% LI: 12.5% FY: Less than 11 students; Data not displayed EL: Less than 11 students; Data not displayed HL: Less than 11 students; Data not displayed (Source: 2023 CA Dashboard—Combined School Data)	AJH All: 35% EL: 37% Hisp: 36% LI: 35% SWD: 39% LTEL: 38% * FY: 30% HL: 36% OCCS: All: 75% LI: 77% FY: N/A EL: Less than 11 students; Data not displayed HL: Less than 11 students; Data not displayed LTEL: Less than 11 students; Data not displayed Connections: All/SWD: 27% LI: 28% FY: Less than 11 students; Data not displayed EL: Less than 11 students; Data not displayed HL: N/A	AJH All: 42% EL: 44% FY: 41% Hisp: 47% HL: 48% LI: 42% SWD: 50% LTEL: 46% OCCS All: 87% EL: Less than 11 students; Data not displayed FY: Less than 11 students; Data not displayed HL: Less than 11 students; Data not displayed LI: 86% LTEL: Less than 11 students; Data not displayed Connections: All/SWD: 38% LI: 41% FY: Less than 11 students; Data not displayed EL: Less than 11 students; Data not displayed	AJH All: 60% EL: 60% Hisp: 60% LI: 60% SWD: 60% LTEL: 60% FY: 60% HL: 60% OCCS: All: 85% LI: 85% FY: 85% EL: 85% HL: 85% LTEL: 85% Connections: All/SWD: 20% LI: 20% FY: 20% EL: 20% HL: 20% LTEL: 20% (Source: CA Dashboard) OCDE (Combined School Rate) One-Year 12th Grade Cohort	ACC All: Increased 11% pts EL: Increased 17.1% pts FY: Declined .9% pts Hisp: Increased 8.9% pts HL: Increased 11.7% pts LI: Increased 12% pts SWD: Increased 1% pts Wh: Increased 13.8% pts LTEL: Increased 11% pts AJH All: Increased 1.2% pts EL: Declined 7.2% pts FY: Increased 5.7% pts Hisp: Declined 5.9% pts HL: Declined .7% pts LI: Increased 1.2% pts SWD: Increased 1.4% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% (Source: 2023 CA Dashboard Additional Reports)	LTEL: Less than 11 students; Data not displayed (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: 74% EL: 73% FY: 62% HL: 84% LI: 71% SWD: 64% LTEL: 76% * (Source: 2024 CA Dashboard Additional Reports) * New student group in 2024	HL: Less than 11 students; Data not displayed LTEL: Less than 11 students; Data not displayed (Source: 2025 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: 60% EL: 58% FY: 38% HL: 57% LI: 60% SWD: 54% LTEL: 60% (Source: 2025 CA Dashboard Additional Reports)	Grad Rate- (prior Dashboard calculation for alternative schools—informational only) All Students: 85% EL: 80% FY: 80% HL: 85% LI: 75% SWD: 70% LTEL: 80% (Source: 2024 CA Dashboard Additional Reports) * New student group in 2025	LTEL: Increased 8% pts OCCS All: Increased 8.8% pts EL: Less than 11 students; Data not displayed FY: Less than 11 students; Data not displayed HL: Less than 11 students; Data not displayed LI: Increased 5.6% pts LTEL: Less than 11 students; Data not displayed Connections: All/SWD: Increased 28% pts LI: Increased 28.5% pts FY: Less than 11 students; Data not displayed EL: Less than 11 students; Data not displayed HL: Less than 11 students; Data not displayed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				* New student group in 2025		LTEL: Less than 11 students; Data not displayed (Source: 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: Decreased 12% pts EL: Decreased 13% pts FY: Decreased 34% pts HL: Decreased 20% pts LI: Decreased 8% pts SWD: Decreased 8% pts LTEL: Decreased 16% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						(Source: CA Dashboard Additional Reports)
1.10	LEA Middle School Drop Out Rate	All Students: 10% HL: 1% LI: 5% SWD: 0% EL: 2% FY: Not publicly reported due to small cohort size (Source: Aeries/SIS Report, CALPADS information Day 2023-2024)	All Students: 12% HL: 0% LI: 8% SWD: 4% EL: 3% FY: Not publicly reported due to small cohort size (Source: Aeries/SIS Report, CALPADS information Day 2024-2025)	All Students: 2% HL: 1% LI: 2% SWD: 0% EL: 2% FY: Not publicly reported due to small cohort size (Source: Aeries/SIS Report, CALPADS information Day 2025-2026)	All Students: 8% HL: 0% LI: 3% SWD: 0% EL: 1% FY: 1% (Source: Aeries/SIS Report)	All Students: Decreased 8% pts HL: Maintained 1% pts LI: Decreased 3% pts SWD: Maintained 0% EL: Maintained 2% pts FY: Data not Available (Small cohort) (Source: Aeries/SIS Report, CALPADS information Day)
1.11	LEA High School Drop Out Rate	All Students: 18% HL: 2% LI: 15% SWD: 0% EL: 6% FY: Not publicly reported due to small cohort size	All Students: 18% HL: 3% LI: 16% SWD: 2% EL: 6% FY: Not publicly reported due to small cohort size (Source: Aeries/SIS report,	All Students: 20% HL: 4% LI: 19% SWD: 0% EL: 7% FY: Not publicly reported due to small cohort size (Source: Aeries/SIS report,	All- 12% HL- 1% LI- 10% SWD- 0% EL- 4% FY: 1% (Source: Aeries/SIS report,	All Students: Increased 2% pts HL: Increased 2% pts LI: Increased 4% pts SWD: Maintained 0% EL: Increased 1% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: Aeries/SIS report, CALPADS information day 2023-2024)	CALPADS information day 2024-2025)	CALPADS information day 2025-2026)	CALPADS information day)	FY: Data not Available (Small cohort) (Source: Aeries/SIS report, CALPADS information day)
1.12	LEA Expulsion Rate	All: 0% EL: 0% LI: 0% FY: 0% (Source: 2022-2023 DataQuest)	All: 0% EL: 0% LI: 0% FY: 0% (Source: 2024-2025 DataQuest)	All: 0% EL: 0% LI: 0% FY: 0% (Source: 2024-2025 DataQuest)	All: 0% EL: 0% LI: 0% FY: 0% (Source: DataQuest)	All: Maintained 0% EL: Maintained 0% LI: Maintained 0% FY: Maintained 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)	78% (Source: 2024-2025 LCAP Survey)	72% (Source: 2025-2026 LCAP Survey)	80% (Source: LCAP Survey)	Increased 2% pts (Source: LCAP Survey)

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions in Goal 1 were implemented as planned, and following a review of the actions outlined for OCDE’s LCAP Goal 1, no significant differences were identified between the planned actions and their actual implementation. An analysis of the actions proposed under OCDE LCAP Goal 1 for the 2025–26 school year demonstrated continued alignment between planned initiatives and the goal of supporting meaningful student and family engagement in the educational process. Goal 1 remained focused on creating school environments that were welcoming, safe, and responsive to the diverse academic, behavioral, and social-emotional needs of students and families. All actions and services implemented during the 2025–26 academic year emphasized expanded student supports, strengthened family engagement efforts,

and increased opportunities for students to participate in co-curricular and extracurricular activities that promoted connection, belonging, and overall student success.

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

Successes: ACCESS continued strengthening systems that support communication, student monitoring, and family access to information. Ongoing use of Aeries and Tableau helped administrators and district partners more effectively track student progress and identify needs through accessible data systems, while continued use of Peachjar supported consistent communication with families.

Challenges: ACCESS continued to experience challenges maintaining accurate and current family contact information, as phone numbers, addresses, and email addresses frequently changed throughout the year. This created barriers to consistent communication with families and impacted the timely delivery of important school and support information.

To address this challenge, ACCESS plans to provide training and targeted support to families on how to use the parent portal to review student information and update contact details as needed.

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

Successes: ACCESS continued to strengthen family engagement through a variety of parent events and workshops designed to build connections between families and schools. Parenting workshops were well attended and provided families with meaningful opportunities to access information, build skills, and engage more actively in supporting their students' educational experiences.

Challenges: Despite strong participation in many events, ACCESS continued to face challenges engaging all families consistently across programs and sites. Work schedules, transportation limitations, and frequent changes in family contact information continued to impact participation and the ability to maintain ongoing connections with some families.

To address these challenges, ACCESS will continue expanding outreach efforts and exploring flexible engagement opportunities across sites, including varied meeting times and formats to better accommodate family schedules. Staff will also work to strengthen communication systems, improve consistency in family engagement opportunities across programs and sites, and combine events when appropriate to maximize participation and available resources.

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

Successes: ACCESS continued to provide students with a wide range of enrichment opportunities through field trips, extracurricular activities, and on-site programming experiences. Students participated in educational visits to locations such as the Aquarium of the Pacific, Tanaka Farms, and Mission San Juan Capistrano, while additional vendor-led programs brought engaging learning experiences directly to school sites. These opportunities supported student engagement, connection to school, and exposure to experiences beyond the classroom.

Challenges: ACCESS continued to face challenges coordinating enrichment opportunities consistently across programs and sites due to scheduling constraints, transportation logistics, staffing availability, and the varying needs of student populations. In some programs, high student mobility and attendance patterns also made long-term planning and participation more difficult.

To address these challenges, ACCESS will continue working collaboratively with school sites and community partners to improve coordination, scheduling, and access to enrichment opportunities across programs. Staff will also continue exploring flexible programming options, including on-site activities and shared events, to increase student participation, reduce logistical barriers, and maximize available resources by combining sites for activities when appropriate.

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

Successes: ACCESS continued to support families of English Learners through workshops and engagement opportunities designed to strengthen family involvement and connection to schools. Padres Unidos workshops were highly successful and well attended, providing families with meaningful information and support, while DELAC events continued to encourage family participation and input in programs serving English Learners.

Challenges: Although most planned activities and workshops for English Learner families were successfully implemented, ACCESS was unable to fully launch the planned one-day conference for EL families. Coordination and scheduling challenges across programs and sites impacted the ability to organize and implement the larger event within the school year.

To address this challenge, ACCESS will begin planning larger family engagement events earlier in the school year and continue collaborating with sites and family engagement staff to improve coordination and scheduling. Staff will also explore combining resources and aligning events with existing family activities to increase participation and support successful implementation.

Goal 1 - Action 5: Healthy and Positive School Environments

Successes: ACCESS continued to support healthy and positive school environments by providing resources and activities that promoted student wellness, safety, and engagement. Funding supported the purchase of PE and safety equipment, nursing supplies, and student wellness activities, including art therapy workshops and sports-based programs designed to encourage positive behaviors, teamwork, and social-emotional development.

Challenges: ACCESS experienced increased challenges related to student conflicts and community-related tensions at some sites, which created disruptions to the school environment and impacted programming and student participation in activities. These challenges required additional attention to student safety, supervision, and efforts to maintain positive and supportive learning environments.

ACCESS will continue prioritizing strategies that promote positive school climate, student wellness, and conflict prevention through structured activities, social-emotional supports, and student engagement opportunities. Collaboration with site teams and community partners will also continue to strengthen supervision, improve campus safety supports, and provide proactive interventions that encourage positive student behavior and stronger school connectedness.

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

Successes: ACCESS continued expanding supports for students and families experiencing homelessness or economic hardship through increased access to essential resources and community services. During the year, ACCESS expanded from two to five Family Connection Centers to provide families with access to donated items and supportive resources, distributed hygiene and basic-needs supplies to students and families, and established a new partnership with a community organization providing emergency housing support for families in crisis.

Challenges: OCDE schools continued to see increasing levels of need among students and families related to housing instability, economic hardship, and access to basic necessities. Growing demand for support services, emergency assistance, and basic-needs resources placed additional strain on available resources and highlighted the need for continued expansion of family supports across programs and sites.

OCDE will continue strengthening partnerships with community organizations and expanding access to family support services and basic-needs resources across programs and sites. Efforts will also focus on identifying additional resources and opportunities to sustain and expand supports for students and families experiencing housing instability and economic hardship.

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

Successes: ACCESS continued to support student mental health and well-being through school-based mental health services and additional student support programming. Funding supported continued mental health staffing at school sites and provided students with access to vendor-led programs designed to promote social-emotional wellness, coping skills, and positive student engagement. ACCESS also continued utilizing student wellness screening and early-alert systems to help identify students who may need additional support and intervention services.

Challenges: ACCESS continued to see high levels of student need related to mental health, social-emotional support, and behavioral wellness across programs and sites. The increasing demand for services and supports continued to place pressure on available staff and resources.

ACCESS will continue prioritizing school-based mental health supports and expanding partnerships with community providers to increase access to services for students. Efforts will also focus on strengthening preventative and early intervention supports, increasing opportunities for student connection and engagement, and identifying additional resources to address growing student mental health needs.

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

Successes: ACCESS continued providing specialized support services to assist students with successful school and program transitions through targeted student support staff across programs and sites. Funding also supported professional development opportunities to strengthen practices related to student support, transition planning, educational advocacy, and social-emotional and academic guidance services. These efforts supported continued student engagement and contributed to improved outcomes, including a 7 percentage point increase in the overall graduation rate across OCDE programs.

Challenges: The methodology used to report the 4- and 5-year cohort graduation rate (55% reported for all OCDE students) continues to present challenges for OCDE schools, where student populations frequently enter and exit programs and schools are often unable to maintain stable, numerically significant cohorts by which they are measured.

ACCESS will continue strengthening transition planning, credit recovery opportunities, individualized student support services, and cross-agency collaboration to improve student persistence and graduation outcomes. OCDE will also continue advocating for accountability measures that more accurately reflect the mobility and unique enrollment patterns of alternative education student populations.

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

Successes: OCDE continued providing mental health and behavioral support services for students with disabilities through school-based psychological services across its school programs. These supports helped school teams respond to student social-emotional and behavioral needs, strengthen interventions and supports for students, and promote student access to appropriate educational services and learning environments.

Challenges: Schools continued to experience increasing mental health, behavioral, and social-emotional needs among students with disabilities across programs and sites. The complexity and intensity of student needs often required significant staff time, coordination, and individualized support to ensure students received appropriate services and interventions.

ACCESS will continue prioritizing school-based mental health and behavioral supports for students with disabilities through collaboration among educational teams, mental health staff, families, and community partners. Efforts will also focus on strengthening early intervention practices, building staff capacity to support student behavioral and social-emotional needs, and utilizing a whole-child approach that recognizes the importance of supporting both students and their families when addressing mental health and wellness needs.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no limited zero-funded Contributing Actions, and thus no differences between budgeted expenditures and estimated actual expenditures in Goal 1.

Goal 1 - Action 1: Increased Communication for All Educational Partners
Actual expenditures were lower than budgeted due to staffing transitions and the decision to leverage existing personnel capacity to maintain communication supports. In addition, communication tools and platforms were implemented at a lower cost than originally projected while still supporting engagement and information-sharing with educational partners.

Goal 1 - Action 2: Family Engagement to Close Equity Gaps
This action was implemented as planned.

Goal 1 - Action 3: Extended Learning Opportunities to Close Equity Gaps
Actual expenditures were lower than budgeted due to adjustments in contracted services and the use of more targeted extended learning supports aligned to current student participation and program needs. The LEA continued to provide extended learning opportunities while implementing services through a more cost-effective mix of vendors and resources.

Goal 1 - Action 4: Extended Learning Opportunities Principally Benefitting Students who are English Learners and their Families
This action was implemented as planned.

Goal 1 - Action 5: Healthy and Positive School Environments
This action was implemented as planned.

Goal 1 - Action 6: Essential Items for Students who are SED/Low Income (Including Homeless)
This action was implemented as planned.

Goal 1 - Action 7: School-Based Mental Health Services
This action was implemented as planned.

Goal 1 - Action 8: Specialized Support Services for Successful Transitions
This action was implemented as planned.

Goal 1 - Action 9: Mental Health Services for Students with Disabilities
Actual expenditures were lower than budgeted because supplemental mental health services were supported through alternative funding sources during the year. This allowed the LEA to continue providing mental health supports for students with disabilities while maximizing available resources across programs and services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

All actions associated with Goal 1 (Actions 1-1 through 1-9) continue to focus on increasing engagement among students, families, and educational partners to support positive student outcomes across OCDE programs. Implementation of this goal continued within the context of serving highly mobile student populations, particularly within ACCESS County Community School (ACC) and ACCESS Juvenile Hall (AJH). Many students enroll with significant barriers to academic success, including truancy, interrupted educational histories, chronic absenteeism, and short-term placements that limit the amount of time schools have to influence long-term outcomes. Despite these challenges, the actions associated with Goal 1 continued to demonstrate effectiveness during the 2025–26 school year.

Several family engagement and school climate metrics reflected positive growth. Student survey results related to cultural diversity and inclusion increased in both ACC and AJH, with ACC increasing from 79% to 85% and AJH increasing from 47% to 70% (Metric 1.1). Parent participation in ACCESS and CONNECTIONS LCAP surveys decreased slightly (Metric 1.2), and ACCESS schools increased family

engagement activities from 336 to 425 events, and CONNECTIONS increased from 66 to 104 events (Metric 1.5). These outcomes indicate that actions focused on communication, relationship-building, and family engagement continue to positively impact school connectedness and participation.

Attendance outcomes also improved, with overall attendance increasing from 79% to 80% for all students, from 76% to 77% for English Learners, and from 68% to 70% for homeless students (Metric 1.6). Suspension rates continued to decline across most student groups and school settings, including ACC, AJH, and CONNECTIONS, reflecting the effectiveness of relationship-centered practices and student support strategies (Metric 1.8).

Graduation rates also increased significantly across OCDE programs and student groups. OCDE's overall graduation rate increased from 47.2% to 55%, while ACC increased from 44% to 55% and AJH increased from 40.8% to 42% (Metric 1.9). The middle school dropout rate also declined substantially, decreasing from 10% to 2% overall (Metric 1.10). These improvements reflect the effectiveness of actions designed to strengthen engagement, provide individualized supports, and reconnect students to school.

While several metrics improved, some indicators reflected mixed outcomes. Chronic absenteeism increased in some ACCESS student groups, including foster youth and students with disabilities, and the high school dropout rate increased slightly from 18% to 20% (Metric 1.7). Parent participation in DELAC meetings also declined in some programs (Metric 1.3). However, these outcomes must be considered within the context of serving students with high mobility, significant attendance challenges, and histories of academic disengagement. Many students enroll already credit deficient or chronically absent, and schools often work with students for limited periods of time before they transition to another setting.

Overall, the actions implemented under Goal 1 continue to demonstrate effectiveness and remain appropriate for the needs of the student populations served. Increased family engagement opportunities, improved attendance, declining suspension rates, and rising graduation rates indicate that the current strategies are positively impacting students and families. OCDE will continue implementing these actions while refining supports for student groups experiencing ongoing attendance and engagement challenges.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- OCCS was added to Metric 1.7 (Chronic Absenteeism) for All Students, Hispanic and Low Income student groups and a new Outcome established.
- African American (AFAM) was added as an OCDE student group in Metric 1.9 and new Outcome established.
- LREBG funds were allocated to Goal 1 – Actions 1, 2, 5, and 6 to enhance the implementation of these actions and further support their intended outcomes. For more details, refer to Appendix G.
- Beginning in 2026–27, LREBG funds will be adjusted to reflect current student needs and program demands, informed by updated analyses of unduplicated pupil data across programs. As part of this refinement, certain positions previously supported with LREBG

funds in Connections will no longer be funded through this source. This includes, in Goal 1 - Action 5, the removal of the Behavior Paraeducator position from LREBG funding, and in Goal 1 - Action 9, the removal of the Mental Health Counselor position from LREBG funding. OCDE remains committed to supporting students with moderate to severe disabilities and will continue to evaluate staffing configurations, alternative funding sources, and program needs to maintain continuity of services.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Increased Communication for All Educational Partners	Family, student, and partner engagement through LCAP surveys, Listening Circles, and Advisory Committees continues to highlight the need for timely and accessible information. The Parent Portal provides a platform for ongoing monitoring of student attendance and academic progress. We will ensure all students, families, and district partners have access to relevant student information in a variety of formats, including the Parent Portal, home-school messaging systems, and an online dashboard. Trainings on the use of these systems will be provided, and computer stations will be available in school offices to increase access for families. Through the Parent Portal and expanded use of messaging, parents and students will be able to track daily attendance, receive important school announcements, monitor assignment completion, and stay informed about school events. By empowering families and students with these tools, OCDE will continue to foster a culture of active involvement and advocacy for student achievement. We anticipate this approach will support improved attendance rates and increased high school completion for all students, contributing to greater overall academic success. Note: LREBG funds in the amount of $148,894 were added to this action to provide additional resources to increase communication for all educational partners. Experience shows that the administrative technician ensures accurate student data management, helping educators identify attendance issues, enrollment changes, and other risk factors early. This timely information supports early interventions and targeted outreach to improve student outcomes. The metrics used to monitor the impact of this action are 1.3, 1.4, 1.7, and 1.13. See Appendix G for additional information.	$539,134.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Family Engagement to Close Equity Gaps	Parent feedback reflects a strong interest in participating in inclusive school events that foster meaningful connections between families and their child's teacher, while also providing school information and resources to support positive student outcomes. This is especially important for families of students with disabilities, English learners, foster youth, and socioeconomically disadvantaged students, for whom engagement between school and home has historically been less accessible due to barriers such as scheduling conflicts, limited transportation and child care, and language differences. To address these needs, we will continue to enhance interpretation services to support effective communication with all families. We will also provide transportation assistance, such as bus passes, and expand opportunities for families to participate in multilingual activities offered at varied times, including parenting workshops and school information sessions. These efforts are designed to increase accessibility and equip families and students with the knowledge needed to navigate the educational system and advocate for student needs. Additionally, we will increase resources to support staff participation in events that occur outside the regular workday. Strengthened family engagement is expected to support increased attendance, engagement, and academic achievement for students. Through these collaborative efforts, we aim to create an environment where every student and family feels valued, supported, and empowered to succeed. Note: LREBG funds in the amount of $439,495 were added to this action to provide additional resources to increase family engagement to close equity gaps. Site-level data shows that Community Resource Specialists help remove barriers to learning by connecting families with essential resources like food, housing, and healthcare, stabilizing home environments. This support strengthens family-school partnerships and enables students to focus on and succeed in their education. The metrics	$882,802.00	Yes

Action #	Title	Description	Total Funds	Contributing
		used to monitor the impact of this action are 1.2, 1.3, 1.4, and 1.5. Appendix G for additional information.		
1.3	Extended Learning Opportunities to Close Equity Gaps	Students and parents have expressed a strong interest in continuing co-curricular activities and extended learning opportunities to support student engagement, achievement, and pro-social development. For students who are English Learners, foster youth, and socioeconomically disadvantaged, who may not otherwise have access to these types of experiences and opportunities, these activities are especially valuable. Unduplicated pupil groups often face barriers to accessing opportunities beyond the school day, and limited access to these experiences can constrain personal growth and negatively impact student outcomes. To address this, OCDE schools will continue to provide extended learning opportunities, such as performing arts camps, field trips, additional classes and coursework, and hands-on workshops. These opportunities are designed to accelerate learning, strengthen positive and pro-social connections to school, build interpersonal skills, and promote empowerment and collaboration. Through ongoing analysis of participant feedback and attendance data, we anticipate increased school attendance, reduced suspension rates, heightened engagement, and improved student achievement and graduation rates, particularly among unduplicated student groups. By expanding equitable access and offering diverse enrichment opportunities, we aim to support all students in reaching their full potential.	$2,589,281.00	Yes
1.4	Extended Learning Opportunities for ACCESS Students who are English Learners and their Families	Participation in extended learning activities has been shown to significantly boost student engagement, resulting in positive outcomes for both students and their families. However, English Learners (EL), including Long-Term English Learners (LTELs), and their families enrolled in ACCESS may face challenges engaging in school activities due to language barriers and unfamiliarity with the educational system.	$324,573.00	Yes

Action #	Title	Description	Total Funds	Contributing
		To ensure equitable access to these opportunities, we will continue to provide English Learners and their families with targeted, language-accessible programs and events designed to meet their specific needs. These efforts include bilingual parent workshops, EL parent conferences opportunities, and regional collaborative meetings, which serve as platforms to equip families with the knowledge and skills needed to navigate the educational system, advocate for student needs, and connect with community resources that support EL families. Strengthening engagement among EL students and their families is expected to contribute to improved academic outcomes and overall student success. Through these targeted efforts, we aim to foster supportive, culturally responsive environments where every EL student can thrive academically and socially.		
1.5	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 continues to highlight the need to prioritize safe and nurturing school environments, while also emphasizing the importance of a positive school climate. To address these needs, we are committed to ensuring that every student and staff member has access to environments that are safe, inclusive, and conducive to learning. This commitment includes ongoing efforts such as incorporating recommendations from Site Safety Committees, maintaining appropriate safety equipment, and deploying Wellness/Restorative staff to provide support and guidance to students during times of stress or conflict. School nurses will continue to promote student health and wellness by providing guidance on healthy choices, conducting vision and hearing screenings, and connecting students and families to needed health-related services. We also recognize the importance of equipping staff with effective tools and strategies to build a positive school climate. To support this, we will provide ongoing professional learning focused on restorative and trauma-informed practices, alternatives to suspension, and positive classroom	$2,488,627.00	No

Action #	Title	Description	Total Funds	Contributing
		management strategies to help keep students engaged in their learning. By cultivating a culture where students and staff feel safe, supported, and respected, we anticipate increased attendance and improved student outcomes. 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, 1.7, 1.9 Note: LREBG funds in the amount of $310,566 were added to this action to provide additional resources in support of healthy and positive school environments. According to research, Restorative Justice Specialists support academic success by addressing behavior-related barriers to learning. Restorative practices promote accountability and reduce suspensions, keeping students engaged. The metrics used to monitor the impact of this action are 1.1, 1.7, 1.8, and 1.9. See Appendix G for additional information.		
1.6	Essential Items for Students who are SED/Low Income (Including Homeless)	Enrollment data from the 2025-26 school year indicates that 66% of students are identified as socioeconomically disadvantaged (SED), with 8% also experiencing homelessness—factors that create significant barriers to educational access and academic success. A review of site-level data during this period further highlights ongoing student needs, including access to school supplies for homework, reliable transportation to and from school, continuity in educational programming, and engaging extended-day opportunities. To address these needs, we will continue to leverage school resources and community partnerships to provide identified students and their families with essential supports, including food, clothing, shoes, transportation assistance such as bus passes, and basic school supplies. In addition to maintaining two existing Family Resource Centers, we plan to expand services by opening two additional centers to increase access to these critical supports.	$1,342,246.00	Yes

Action #	Title	Description	Total Funds	Contributing
		By helping to meet these fundamental needs, OCDE schools aim to improve regular school attendance among identified students, leading to increased participation in class activities, reduced learning gaps, and improved achievement in reading and mathematics as measured by local and state assessments. Note: LREBG funds in the amount of $55,448 were added to this action to support short-term school pantry helpers who assist in the daily operation of ACCESS school pantries serving students and their families. Research indicates that reducing barriers to learning by helping meet students' basic needs is associated with improved attendance, increased engagement, and stronger academic outcomes, particularly for students experiencing poverty or housing instability. These staff help ensure students who are socioeconomically disadvantaged have consistent access to essential resources such as food and hygiene items, supporting regular attendance, focus, and engagement in school. The metrics used to monitor the impact of this action are 1.6, 1.7, and 1.9. See Appendix G for additional information.		
1.7	School-Based Mental Health Services	Feedback from parents, teachers, and students indicates a strong desire to enhance school-based mental health services, with an emphasis on strategies that help alleviate student stress. Students who are socioeconomically disadvantaged (SED), foster youth, or experiencing homelessness often face increased levels of anxiety and depression due to factors beyond their control, which can contribute to decreased academic performance and increased absenteeism. To support students experiencing these challenges, we have implemented a multi-tiered system of support that includes a range of mental health services tailored to meet individual student needs, delivered by trained staff and community partners. Teachers report that students who participate in these services demonstrate improved attendance, particularly on days when they receive support. We believe these efforts help build student resilience, confidence, and self-efficacy, contributing to improved	$1,169,771.00	Yes

Action #	Title	Description	Total Funds	Contributing
		attendance and academic outcomes, especially for students who are SED, foster youth, or experiencing homelessness.		
1.8	Specialized Support Services for Successful Transitions	Students who are foster youth, socioeconomically disadvantaged (SED), and/or English learners face significant challenges in progressing toward graduation due to frequent changes in school placement and housing, difficulty navigating unfamiliar educational systems, and limited access to essential resources such as food, clothing, and transportation. To help address these systemic barriers, our schools will continue to provide specialized staff to conduct transcript audits, develop individualized education plans, prepare updates for juvenile court proceedings, and monitor progress toward graduation requirements. Through targeted supports for our unduplicated student populations, we aim to establish clear pathways to academic success, with a focus on students facing additional barriers to achievement. These coordinated efforts are designed to reduce dropout rates and improve graduation outcomes by equipping students and families with the tools, knowledge, and support needed for successful transitions to the community, postsecondary education, and the workforce.	$2,223,661.00	Yes
1.9	Mental Health Services for Students with Disabilities	Research indicates that students with disabilities often experience complex mental health needs that require individualized, behaviorally focused interventions. Targeted support from school psychologists and trained mental health professionals has been shown to improve both student well-being and academic outcomes. Students with disabilities (SWD) enrolled in OCDE programs present with diverse and individualized mental health needs that require thoughtful and responsive supports, as the nature and severity of each student's disability can influence both the effectiveness of interventions and their academic performance. Many SWD require highly specialized counseling services that emphasize behavioral strategies. These services will be provided by school	$2,991,711.00	No

Action #	Title	Description	Total Funds	Contributing
		psychologists, behaviorally trained mental health clinicians, and other licensed professionals with expertise in supporting this student population. Through this tailored approach to addressing the mental health needs of students with disabilities, we aim to improve student well-being and support increased academic 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, 1.7, 1.9		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	IMPROVE PUPIL OUTCOMES: Provide all students with the comprehensive supports and resources needed to succeed academically and interpersonally by fostering learning environments and opportunities that are responsive to the diverse needs, backgrounds, and learning styles of each student.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 2 continues to reflect the need to improve student outcomes within a highly dynamic and complex educational environment. Students served in ACCESS County Community School (ACC) and ACCESS Juvenile Hall (AJH) experience frequent transitions and short enrollment periods, requiring schools to quickly assess student needs and provide immediate academic and social-emotional supports. Many students enter OCDE programs below grade level, credit deficient, or with interrupted educational histories, making long-term academic growth difficult to measure within short enrollment periods. Despite these challenges, several metrics demonstrate that the actions associated with Goal 2 continue to positively impact student achievement and engagement.

The 2025–26 LCAP data reflects meaningful progress across several academic indicators. ACCESS students demonstrated growth on local i-Ready assessments, with reading performance increasing from 20% to 23% of students performing at or above grade level and math performance increasing from 14% to 17%. English Learner reclassification rates also improved, with the percentage of all English Learners reclassified increasing from 3.3% to 6%, though eligible ELPAC Level 4 student reclassification declined slightly from 71.4% to 65%. Additionally, the percentage of students meeting A-G requirements increased 20.3% from baseline to 21.4%, reflecting a 1.4% increase from the previous year and continued progress toward college and career readiness.

State assessment results reflected mixed outcomes, which is expected when serving highly mobile student populations. Despite ELA and math performance declining slightly, several student groups demonstrated meaningful growth, particularly English Learners, Long-Term English Learners, Hispanic students, and Foster Youth. Science outcomes also improved overall, indicating positive movement in student learning and engagement. These results suggest that individualized instruction, targeted supports, and flexible learning opportunities continue to help students make academic gains despite significant barriers and interrupted educational experiences.

Growth was evident in several areas, though some indicators continue to reflect the complexity of supporting students with significant academic gaps and limited time for sustained intervention. While the English Learner Progress Indicator (ELPI) results increased across most school programs, College and Career Indicator outcomes remained inconsistent across student groups. These outcomes reinforce the

importance of continuing focused academic supports, flexible instructional models, and individualized interventions to meet the diverse needs of OCDE students.

Overall, the actions implemented under Goal 2 continue to demonstrate effectiveness and remain appropriate for the needs of the student populations served. Growth in local assessment performance, reclassification rates, science outcomes, and several student group achievement indicators demonstrates that targeted instruction and individualized supports are positively impacting student learning. OCDE will continue implementing these actions while refining instructional practices and intervention systems to further support academic achievement and college and career readiness for all students.

METRICS KEY:
School Abbreviations: ACC= ACCESS County Community School; AJH= ACCESS Juvenile Hall; OCCS= OCCS:CHEP/PCHS; CONNECTIONS= Orange County Special Education
Student Group Abbreviations: EL= English Learner; LTEL - Long Term English Learner; LI = Low-Income; HL= Homeless; FY= Foster Youth; SWD= Students with Disabilities; Hisp= Hispanic; Wh= White, AFAM= African American

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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: 42% ACC: 42% AJH: 41% OCCS: Data Not Available CONNECTIONS: 18% (Source: 2024 CA Dashboard, English Learner Progress Indicator-ELPI)	OCDE: 38% ACC: 39% AJH: 36% OCCS: Not publicly reported due to small cohort size CONNECTIONS: 13% (Source: 2025 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)	OCDE: Increased 19.5% pts ACC: Increased 18.5% pts AJH: Increased 31.4% pts OCCS: Data not available CONNECTIONS: Increased 2.7% pts (Source: CA Dashboard, English Learner Progress Indicator-ELPI)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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% FY: 33.33% OCCS All: 74.4% Hisp: 63.6% LI: 59.5% LTEL: Not publicly reported due to small cohort size EL: Not publicly reported due to small cohort size FY: Not publicly reported due to small cohort size CONNECTIONS All/SWD: 8.6% LI: 5.7% LTEL: Not publicly reported due to small cohort size EL: Not publicly reported due to small cohort size FY: Not publicly reported due to small cohort size	OCDE All: 43% EL: 17% LTEL: 19% LI: 38% FY: 8% OCCS All: 86% Hisp: 80% LI: 73% LTEL: Not publicly reported due to small cohort size EL: Not publicly reported due to small cohort size FY: Not publicly reported due to small cohort size CONNECTIONS All/SWD: 11% LI: 11% LTEL: Not publicly reported due to small cohort size EL: Not publicly reported due to small cohort size FY: Not publicly reported due to small cohort size	OCDE All: 42% EL: 18% LTEL: 21% LI: 37% FY: 31% As: 69%* OCCS All: 82% Hisp: 72% LI: 73% LTEL: Not publicly reported due to small cohort size EL: Not publicly reported due to small cohort size FY: Not publicly reported due to small cohort size CONNECTIONS All/SWD: 8% LI: 4% LTEL: Not publicly reported due to small cohort size EL: Not publicly reported due to small cohort size FY: Not publicly reported due to small cohort size	OCDE All: 50% EL: 25% LTEL: 25% LI: 50% FY: 25% As: 25%* OCCS All: 90% Hisp: 90% LI: 90% LTEL: 90% EL: 90% FY: 90% CONNECTIONS All/SWD: 20% LI: 18% LTEL: 18% EL: 18% FY: 18% (Source: DataQuest CAASPP Results) * New student group in 2025	OCDE All: Increased 23.3% pts EL: Increased 16.6% pts LTEL: Increased 20% pts LI: Increased 23.7% pts FY: Declined 2.3% pts As: Data not available* OCCS All: Increased 7.6% pts Hisp: Increased 8.4% pts LI: Increased 13.5% pts LTEL: Data not available EL: Data not available FY: Data not available CONNECTIONS All/SWD: Declined .6% pts LI: Declined 1.7% pts LTEL: Data not available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: DataQuest 2023 CAASPP Results)	(Source: DataQuest 2024 CAASPP Results)	(Source: DataQuest 2025 CAASPP Results) * New student group in 2025		EL: Data not available FY: Data not available (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% LTEL: 0% LI: 3.15% Hisp. 4.43% FY: Not publicly reporting due to small group size/confidentiality OCCS All: 57.9% Hisp: 40.5% LI: 37.8% EL: Not publicly reported due to small cohort size FY: Not publicly reported due to small cohort size	OCDE All: 20% EL: 5% LTEL: 6% LI: 13% Hisp. 12% FY: 0% OCCS All: 60% Hisp: 37% LI: 40% EL: Not publicly reported due to small cohort size FY: Not publicly reported due to small cohort size	OCDE All: 19% EL: 6% LTEL: 4% LI: 13% Hisp. 13% FY: 13% As: 43%* OCCS All: 59% Hisp: 43% LI: 40% EL: Not publicly reported due to small cohort size FY: Not publicly reported due to small cohort size	OCDE All: 25% EL: 10% LTEL: 8% LI: 10% Hisp. 10% FY: 10% As: 10%* OCCS All: 80% Hisp: 70% LI: 70% EL: 70% FY: 70% LTEL: 70% (	OCDE All: Increased 10.7% pts EL: Increased 4.5% pts LTEL: Increased 4% pts LI: Increased 9.8% pts Hisp: Increased 8.5% pts FY: Data not available As: Data not available* OCCS All: Increased 1.1% pts Hisp: Increased 2.5% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL: Not publicly reported due to small cohort size (Source: DataQuest 2023 CAASPP Results)	LTEL: Not publicly reported due to small cohort size (Source: DataQuest 2024 CAASPP Results)	LTEL: Not publicly reported due to small cohort size (Source: DataQuest 2025 CAASPP Results) * New student group in 2025	Source: DataQuest CAASPP Results) * New student group in 2025	LI: Increased 2.2% pts EL: Data not available FY: Data not available LTEL: Data not available (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, 2023-24 Reading Results)	All: 13% EL: 5% LI: 11% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: i-Ready database, 2024-25 Reading Results)	All: 23% EL: 5% LI: 18% FY: tracking this data locally; however, not publicly reporting due to small group size/confidentiality (Source: i-Ready database, 2025-26 Reading Results)	All: 37% EL: 20% LI: 20% FY: 20% (Source: i-Ready database, Reading Results)	All: Increased 3% pts EL: Declined 3% pts LI: Increased 7% pts FY: Data not available (Source: i-Ready database, Reading Results)
2.5	Percentage of ACCESS students reflecting "on or	All: 14%	All: 10%	All: 17%	All: 30%	All: Increased 3% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	above grade level" on the i-Ready Math assessment	EL: 4% LI: 7% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: i-Ready database, 2023-24, Math results)	EL: 3% LI: 6% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality Source: i-Ready database, 2024-25, Math results	EL: 4% LI: 14% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality Source: i-Ready database, 2025-26, Math results	EL: 15% LI: 10% FY: 10% (Source: i-Ready database, Math Results)	EL: Maintained 4% pts LI: Increased 7% pts FY: Data not available (Source: i-Ready database, Math Results)
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)	5% of all English Learners were reclassified (RFEP) 59% of eligible/ELPAC Level 4 English Learners were reclassified (RFEP) (Source: Aeries database, 2024-25, RFEP count and Title III database/ELPAC Level 4)	6% of all English Learners were reclassified (RFEP) 65% of eligible/ELPAC Level 4 English Learners were reclassified (RFEP) (Source: Aeries database, 2025-26, RFEP count and Title III database/ELPAC Level 4)	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	All English Learners reclassified (RFEP): Increased by 2.7% pts Eligible/ELPAC Level 4 English learners reclassified (RFEP): Declined by 6.4% pts Source: Aeries database, RFEP count and Title III database/ELPAC Level 4
2.7	Percentage of high school graduates	Prepared or Approaching Prepared	Prepared or Approaching	Prepared or Approaching	Prepared or Approaching	Prepared or Approaching

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"Prepared" or "Approaching Prepared" as reflected on the Dashboard College and Career Indicator	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% Wh: 4.6% FY: 3.8% AJH: All: 1.0% EL: 2.9% Hisp: 1.7% HL: 0.0% LI: 1.0% SWD: 0.0% FY: 0.0% OCCS: All: 13.8%	Prepared on the CCI Indicator: 5.6% (OCDE/LEA) CCI: PREPARED: OCDE: All: 2% EL: 0% FY: 0% Hisp: 1% HL: 1% LI 1% SWD: 1% Wh: 7% LTEL: 0%* ACC: All: 2% EL: 0% Hisp: 1% HL: 1% LI: 1% SWD: 0% Wh: 3% LTEL: 0%* FY: 0% AJH: All: 0% EL: 0% Hisp: 0% HL: 0% LI: 1% SWD: 0%	Prepared on the CCI Indicator: 6.2% (OCDE/LEA) CCI: PREPARED: OCDE: All: 2% EL: 0.4% FY: 0% Hisp: 1.6% HL: 2% LI 1.9% SWD: 0.7% Wh: 4% LTEL: 0.5% AFAM: 3%* ACC: All: 1.7% EL: 0% Hisp: 1.5% HL: 2.4% LI: 1.8% SWD: 0% Wh: 2.7% LTEL: 0% FY: 0% AJH: All: 1% EL: 2.4% Hisp: 1.4% HL: 0% LI: 1% SWD: 0%	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% LTEL: 10% AFAM: 10%* ACC: All: 8% EL: 8% Hisp: 8% HL: 8% LI: 8% SWD: 8% Wh: 8% LTEL: 8% FY: 8% AJH: All: 5% EL: 5% Hisp: 5% HL: 5% LI: 5% SWD: 5%	Prepared on the CCI Indicator (OCDE/LEA): Declined .7% CCI: PREPARED: OCDE: All: Declined .2% pts EL: Declined .1% pts FY: Declined 2.4% pts Hisp: Declined .3% pts HL: Increased 1.6% pts LI Increased .9% pts SWD: Increased .7% pts Wh: Increased 3.4% pts LTEL: Increased .5% pts AFAM: Data not available* ACC: All: Increased 1.4% pts EL: Maintained at 0% Hisp: Increased .2% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: Not publicly reported due to small cohort size LI: 9.8% FY: N/A HL: Not publicly reported due to small cohort size CONNECTIONS: All/SWD: 0.0% EL: Not publicly reported due to small cohort size LI: 0% FY: Not publicly reported due to small cohort size HL: Not publicly reported due to small cohort size CCI: APPROACHING PREPARED OCDE: 4.7% ACC: 4.1% AJH: 0% OCCS: 11.9%	LTEL: 0%* FY: 0% OCCS: All: 11% EL: Not publicly reported due to small cohort size LI: 5% FY: N/A HL: Not publicly reported due to small cohort size CONNECTIONS: All/SWD: 3% EL: Not publicly reported due to small cohort size LI: 3% FY: Not publicly reported due to small cohort size HL: N/A CCI: APPROACHING PREPARED OCDE: 4% ACC: 2% AJH: 0% OCCS: 22%	LTEL: 2.9% FY: 0% OCCS: All: 10.6% EL: Not publicly reported due to small cohort size LI: 5.7% FY: N/A HL: Not publicly reported due to small cohort size CONNECTIONS: 5.7% All/SWD: 5.7% EL: Not publicly reported due to small cohort size LI: 4% FY: Not publicly reported due to small cohort size HL: Not publicly reported due to small cohort size CCI: APPROACHING PREPARED OCDE: 4% ACC: 3% AJH: 0% OCCS: 18%	LTEL: 5% FY: 5% OCCS: ALL: 20% EL: 20% LI: 20% FY: 20% HL: 20% CONNECTIONS: All/SWD: 5% EL: 5% LI: 5% FY: 5% HL: 5% CCI: APPROACHING PREPARED OCDE: 10% ACC: 10% AJH: 5% OCCS: 22% (Source: CA Dashboard & Dashboard Additional Report)	HL: Increased 2% pts LI: Increased .8% pts SWD: Maintained at 0% Wh: Declined 1.9% pts LTEL: Maintained at 0% FY: Maintained at 0% AJH: All: Maintained at 1% EL: Declined .5% pts Hisp: Declined .3% pts HL: Maintained at 0% LI: Maintained at 1% SWD: Maintained at 0% LTEL: Increased 2.9% pts FY: Maintained at 0% OCCS: All: Declined 3.2% pts EL: Data not available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: 2023 CA Dashboard & Dashboard Additional Report)	(Source: 2024 CA Dashboard & Dashboard Additional Report) * New student group in 2024	(Source: 2025 CA Dashboard & Dashboard Additional Report) * New student group in 2025	* New student group in 2025	LI: Declined 4.1% pts FY: N/A HL: Data not available CONNECTIONS: All/SWD: Increased 5.7% pts EL: Data not available LI: Increased 4% pts FY: Data not available HL: Data not available CCI: APPROACHING PREPARED OCDE: Declined .7% pts ACC: Declined .9% pts AJH: Maintained at 0% OCCS: Increased 16.1% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						(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% (Source 2022-2023 DataQuest/CAASPP Results)	English Language Arts (ELA): 6% Math: 1% (Source 2023-2024 DataQuest/CAASPP Results)	English Language Arts (ELA): 5.8% Math: 1% (Source 2024-25 DataQuest/CAASPP Results)	English Language Arts (ELA): 10% Math: 10% (Source: DataQuest/CAASPP Results)	English Language Arts (ELA): Increased .8% pts Math: Declined .8% pts (Source DataQuest/CAASPP Results)
2.9	Percentage of graduating students meeting the a-g requirements	1.1% (Source: 2022-2023 CA Dashboard Additional Reports)	20% of the 2024 graduates met the A-G requirements. (Source 2023-2024 Dashboard Additional Reports)	21.4% of the 2025 graduates met the A-G requirements. (Source 2024-2025 Dashboard Additional Reports)	10% (Source: CA Dashboard Additional Reports)	Increased 20.3% pts (Source: CA Dashboard Additional Reports)
2.10	Percentage of students completing both A-G and CTE sequence or program	All: 0.1% LI: 0% HL: 0% (Source: 2022-2023 CA Dashboard Additional Reports)	All: 0.1% LI: 0% HL: 0% (Source: Dashboard - 2024 Additional Reports)	All: 0.1% LI: 0% HL: 0% (Source: Dashboard - 2025 Additional Reports)	All: 5% LI: 3% HL: 3% (Source: CA Dashboard Additional Reports)	All: Maintained at 0.1% LI: Maintained at 0% HL: Maintained at 0% (Source: CA Dashboard Additional Reports)
2.11	Number of CTE Pathways	3 CTE Pathways developed	4 CTE Pathways developed	4 CTE Pathways developed	8 CTE Pathways developed	Increased by 1 CTE Pathway

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: CTE program office/CALPADS Report #3.15/2022-2023)	(Source: CTE program office/CALPADS Report #3.15/ 2023-2024)	(Source: CTE program office/CALPADS Report #3.15/2024-2025)	(Source: CTE program office/CALPADS Report #3.15)	(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.	This metric is not applicable, as OCDE schools do not offer Advanced Placement (AP) courses.	This metric is not applicable, as OCDE schools do not offer Advanced Placement (AP) courses.	This metric is not applicable, as OCDE schools do not offer Advanced Placement (AP) courses.
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)	1% (Source: 2024 CA Dashboard Additional Reports)	1% (Source: 2025 CA Dashboard Additional Reports)	10% (Source: CA Dashboard Additional Reports)	Declined 1.6% pts (Source: CA Dashboard Additional Reports)
2.14	CA Dashboard: Science Indicator Results		New Required Metric/Baseline: All: 20.8 points below standard EL: 35.8 points below standard LTEL: 40.1 points below standard LI: 26.1 points below standard	All: 29.9 points below standard EL: 25.1 points below standard LTEL: 25.9 points below standard LI: 27 points below standard	All: 15 points below standard EL: 30 points below standard LTEL: 35 points below standard LI: 20 points below standard	OCDE All: Decreased 9.1 points below standard EL: Increased 10.7 points below standard LTEL: Increased 14.2 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			FY: Not publicly reporting due to small group size/confidentiality (Source: 2024 CA Dashboard/ Information Purposes Report)	FY: Not publicly reporting due to small group size/confidentiality (Source: 2025 CA Dashboard/Information Purposes Report)	FY: 35 points below standard (Source: 2024 CA Dashboard/ Information Purposes Report)	LI: Decreased 0.9 points below standard FY: Data not available (Source: CA Dashboard/ Information Purposes Report)

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions in Goal 2 were implemented as planned, and following a review of the actions outlined for OCDE's LCAP Goal 2, no significant differences were identified between the planned actions and their actual implementation. An analysis of the actions outlined in OCDE's LCAP Goal 2 confirmed that implementation closely aligned with the original plans, with no substantive differences identified. Although high student mobility continues to present challenges, OCDE staff consistently demonstrated resilience, flexibility, and a deep commitment to student success. Our ability to quickly adapt while maintaining high-quality support ensured that the needs of all students, including English Learners, Foster Youth, Low Income/SED students, and students experiencing homelessness, were met with care and intentionality. OCDE's schools continue to offer the flexibility to individualize innovative interventions and promote positive outcomes even amidst the complexities of a dynamic student population. This work reflects the heart of OCDE's mission: to meet students where they are and empower them to build brighter futures.

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

Successes: ACCESS continued providing individualized academic support services designed to address equity gaps and improve student achievement in English language arts and mathematics. Targeted instructional support and intervention services were provided to students across programs and sites, contributing to improved academic outcomes, including increases in students performing on or above grade level on the i-Ready Reading assessment from 13% to 23% and on the i-Ready Math assessment from 10% to 17%.

Challenges: ACCESS continued to face challenges accelerating academic growth for students with interrupted educational histories, chronic absenteeism, and significant skill gaps in reading and mathematics. High student mobility and inconsistent attendance patterns continued to impact instructional continuity and the ability to provide sustained intervention support across programs and sites.

ACCESS will continue expanding targeted small-group and individualized intervention supports in English language arts and mathematics, with an emphasis on meeting students at their current skill levels and addressing learning gaps. Staff will also continue utilizing assessment data to monitor student progress, adjust instruction, and provide additional support opportunities for students with inconsistent attendance or interrupted educational experiences. In addition, ACCESS will continue exploring additional assessment tools to help better identify student needs and target interventions more effectively.

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

Successes: ACCESS continued expanding college and career readiness opportunities for students through career exploration activities, workshops, and community partnerships across programs and sites. During the year, ACCESS hosted four Career Success Week events and four college and career fairs involving nearly 150 community partners and organizations, providing students with opportunities to explore postsecondary pathways and workforce options. Additional supports included college and career-focused field trips, workshops focused on communication and workplace readiness skills, and the implementation of a new digital transcript service to improve student access to academic records and support transitions beyond high school.

Challenges: ACCESS experienced implementation challenges related to the rollout of the new digital transcript service, including vendor-related coordination issues and delays that impacted consistent access and use during the initial implementation period.

ACCESS will continue collaborating closely with the digital transcript service provider to improve system implementation, communication, and responsiveness in order to support more consistent access for students and staff. Efforts will also focus on strengthening college and career transition supports for highly mobile students through ongoing coordination, outreach, and individualized student support services.

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

Successes: OCDE continued providing college and career exploration opportunities and targeted supports for foster youth students across its school programs. Funding supported the distribution of school supplies and participation in a STEAM-focused field trip experience designed to increase student engagement, exposure to career pathways, and access to enrichment opportunities beyond the classroom.

Challenges: Foster youth students continued to face significant barriers that impacted participation and engagement in college and career exploration opportunities, including placement instability, interrupted educational experiences, transportation challenges, and social-emotional needs related to changes in living situations and school placements. These factors often limited students' ability to consistently access enrichment opportunities and long-term transition planning supports.

OCDE will continue leveraging its Foster Youth Services team to provide coordinated support, educational advocacy, and connection to resources for foster youth students across programs and sites. Efforts will also focus on reducing barriers to participation in enrichment and

transition-related opportunities through individualized support, collaboration with caregivers and partner agencies, and continued outreach to students experiencing placement or school changes.

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

Successes: In the 2025-26 school year, approximately 130 foster youth in 12 Orange County group homes/STRTPs received ongoing, individualized after school tutoring provided by OCDE.

Challenges: Much of the academic support for students in group homes and STRTPs takes place after school hours once students return to their placements. However, available time is often limited due to competing demands on students and facility staff. Many students participate in scheduled appointments with mental health providers, social workers, and other support services that may overlap with academic meetings. Facility staff must prioritize these critical services, including mental health support and home visits, which can reduce opportunities for consistent academic enrichment. Balancing students' individualized support needs with ongoing academic support continues to present a challenge.

To address these challenges, OCDE continues collaborating with care facility staff to balance academic support with students' mental health and service needs, ensuring students receive comprehensive care. In addition, resources and strategies are being shared with group home staff so they can reinforce academic support and assist students during times when tutors are not present.

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

Successes: The highly-trained staff in the ACCESS Multilingual Student Services department continued to support the language development of students learning English. As a result of their diligent efforts, the percentage of Level 4 English Learners who were reclassified as "English proficient" increased from 59% to 65%.

Challenges: Teachers in OCDE's alternative education classrooms serve students with a wide range of academic skill levels, language proficiency, and educational backgrounds, making it challenging to provide differentiated language development support for English Learners. High student mobility and inconsistent attendance can also disrupt instructional continuity and limit opportunities for consistent language development and targeted intervention.

To address these challenges, OCDE will continue providing professional learning focused on language development strategies and supports for teachers serving English Learners. OCDE will also assign specialized language development staff to sites with higher populations of English Learners to strengthen targeted support for students and build staff capacity across classrooms. Because the number of English Learners at individual sites can fluctuate throughout the year, OCDE will continue monitoring enrollment trends closely and adjust support services as needed to ensure sites receive appropriate levels of assistance.

Goal 2 - Action 6: Academic Instruction and Enrichment for Students who are Adjudicated

Successes: Transition Specialists working with youth in care in the AJH institution schools assisted in returning approximately 140 students to their district of residence, helped 10 student enroll in college, and did individual career assessments with over 200 students.

Challenges: The extensive clearance process instituted by Orange County Probation has led to hiring delays, which postpones the delivery of academic support services in our AJH schools.

School staff and Probation have established a collaborative, student-focused approach to problem solving, and when hiring delays occur, both entities work together to strategize temporary solutions in order to continue providing essential education services to the youth in care.

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

Successes: CTE Pathway opportunities for OCDE have increased to include Food Service and Hospitality; Education & Child Development; Design, Visual, and Media Arts; Games and Simulation; Drone Operations; and Cabinetry, Millwork, and Woodworking. Further, the program's reach has expanded beyond the 4 sites served in the previous school year to now offering CTE courses at 15 sites across ACCESS

Challenges: Parents and students are excited about the expansion of our CTE opportunities; however, current space limitations restrict the number and type of pathways we are able to offer at some of the smaller school sites,

School staff are working collaboratively to transport students between school sites so that more students are able to participate in CTE opportunities.

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

Successes: ACCESS continued supporting the academic development needs of English Learners and Long-Term English Learners through professional development opportunities focused on instructional strategies and supports for multilingual learners. Training opportunities helped strengthen staff capacity to address language development needs and support student progress toward English proficiency and academic achievement.

Challenges: Scheduling limitations, competing priorities, and limited availability of specialized training opportunities impacted the ability to fully expand professional development activities as originally planned. In addition, high student mobility and frequent enrollment changes across programs and sites continued to create challenges in monitoring student progress and ensuring consistent support for English Learners and Long-Term English Learners.

To address these challenges, efforts will focus on improving coordination and scheduling of professional learning opportunities throughout the school year and identifying additional conferences, workshops, and training opportunities that staff can attend to strengthen support for multilingual learners. The Multilingual Support Services team will also track student progress and ensure continuity of services by strategically assigning staff to follow students through transitions within OCDE schools, when possible. This approach will provide stable support, as well as flexible and adaptable language programs to maintain learning, build confidence, and boost motivation.

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

Successes: OCDE continued its partnership with North Orange County ROP and Coastline ROP for 2025-26 to provide pathway-specific credentialed CTE teachers for ACCESS, which allowed our school programs to significantly increase the availability and variety of advanced CTE courses. Strategic and intentional scheduling of the teachers has expanded their reach beyond the 4 sites served in 2024-25 to now offering CTE courses at 15 sites across ACCESS.

Challenges: ACCESS sites vary in size and available space which can limit their ability to host a CTE pathway, and students who attend these smaller sites may not have the same access to those opportunities as their peers at larger sites.

Similar to how ACCESS is mitigating the challenges faced in Goal 2 - Action 7, school staff are working collaboratively to transport students between school sites so that more students are able to participate in CTE opportunities.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no limited zero-funded Contributing Actions, and thus no differences between budgeted expenditures and estimated actual expenditures in Goal 2.

Goal 2 - Action 1: Individualized Academic Support to Close Equity Gaps
This action was implemented as planned.

Goal 2 - Action 2: College/Career Exploration Opportunities Principally Benefitting Students who are Low-Income/SED
Actual expenditures were higher than budgeted due to expanded college and career exploration services provided during implementation to address student participation and program needs. Additional vendor-supported opportunities were incorporated during the year to enhance access and engagement, particularly for SED/Low Income students.

Goal 2 - Action 3: College/Career Exploration Opportunities for OCDE Students who are Foster Youth
This action was implemented as planned.

Goal 2 - Action 4: Individualized Academic Assistance for Students who are Foster Youth in Group Homes/Short Term Residential Therapeutic Programs (STRTP)
This action was implemented as planned.

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

Actual expenditures were lower than budgeted due to staffing vacancies and lower-than-anticipated costs for instructional support resources during the implementation year. The LEA continued to provide academic support services for English Learners through existing staff capacity and available instructional tools while adjusting expenditures to align with actual program needs and service utilization.

Goal 2 - Action 6: Academic Instruction and Enrichment for Students who are Adjudicated
This action was implemented as planned.

Goal 2 - Action 7: Career Technical Opportunities for All Students, Including Students with Disabilities
Actual expenditures were lower than budgeted due to the implementation of CTE programming through partnerships with local Regional Occupational Programs (Goal 2 - Action 9), which provided instructors and associated staff training as part of contracted services. In addition, certain CTE-related materials and purchases were supported through alternative funding sources, allowing the LEA to continue expanding career technical opportunities for all students, including students with disabilities, while maximizing available resources.

Goal 2 - Action 8: Targeted Services to Support the Academic Development of Long-Term English Learners (LTELs)
Actual expenditures were lower than budgeted due to adjustments in implementation timelines and the refinement of planned supports based on identified student needs during the year. The LEA continued to provide targeted academic services and instructional supports for Long-Term English Learners (LTELs) while aligning expenditures to current program priorities and service delivery models.

Goal 2 - Action 9: Advanced Technical Education to Close Equity Gaps
Actual expenditures were higher than budgeted due to increased costs associated with Regional Occupational Program (ROP) contracts used to expand advanced Career Technical Education opportunities for students. During implementation, the LEA prioritized expanded access to high-quality CTE programming and industry-focused instruction to support equitable college and career readiness opportunities for students.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 2 was developed to improve academic outcomes for students and to equip them to explore their interests and pursue positive future pathways through the support and guidance of a dedicated and collaborative educational team. All actions associated with Goal 2 (Actions 2-1 through 2-9) are considered effective based on available performance data, progress monitoring tools, and observed student growth across multiple areas.

The effectiveness of Goal 2 actions is reflected in the increased percentage of students achieving “Met/Exceeded” or “Nearly Met” standards on the English Language Arts (ELA) and Mathematics portions of the Smarter Balanced Assessment Consortium (SBAC) (Metrics 2.2 and 2.3). These improvements demonstrate meaningful progress, particularly within the context of OCDE’s high student mobility and transitional enrollment patterns. Further evidence of effectiveness is observed in English Language Proficiency Assessments for California (ELPAC) results, where OCDE schools—including ACCESS, AJH, ACC, and CONNECTIONS—showed significant increases in the percentage of English Learner students making progress toward English language proficiency (Metric 2.1).

Language development supports, particularly those outlined in Goal 2 – Action 5, have contributed directly to this improvement. The reclassification rate of English Learners to Fluent English Proficient status rose to 6 percent, representing a 1 percentage point increase from the previous year and an overall 2.7% point increase from baseline (Metric 2.6). This figure marks the highest reclassification rate observed in recent program history and serves as a strong indicator of the success of our targeted instructional supports and language development strategies.

Efforts to expand college and career readiness opportunities under Goal 2 have also proven effective. OCDE currently offers four Career Technical Education (CTE) pathways, providing students with hands-on, industry-relevant experiences aligned with their academic interests and career aspirations (Metric 2.11). These pathways not only increase student engagement in high school but also prepare them for success in postsecondary education and the workforce. The expansion of CTE offerings, along with the investment in CTE-specific leadership and staffing, is a direct outcome of Goal 2 actions, which have prioritized student access to high-quality, future-focused programming.

Although some year-over-year changes in academic performance metrics may appear modest, they are considered significant within the context of OCDE's educational setting, which is characterized by high levels of student mobility and frequent transitions. Even incremental gains represent meaningful progress for students whose time in our programs may be limited. These outcomes underscore the importance of maintaining and refining Goal 2 strategies, which have consistently demonstrated impact through sustained, targeted academic interventions.

The evidence supports the continued implementation of Goal 2 actions. OCDE remains committed to supporting student academic achievement, expanding access to postsecondary opportunities, and addressing the needs of all learners through equitable and responsive educational practices. As we move forward, we will continue to assess the effectiveness of these strategies and make data-informed adjustments to ensure every student is positioned for long-term success.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- In Metric 2.2 (ELA) and Metric 2.3 (Math), Asian was added as a subgroup to OCDE.
- In Metric 2.7 (CCI), African American was added as a subgroup to OCDE.
- LREBG funds were allocated to Goal 2 – Action 2 to enhance the implementation of this action and further support its intended outcomes. For more details, refer to Appendix G.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Individualized Academic Support to Close Equity Gaps	Students enroll in OCDE school programs with a range of academic challenges related to habitual truancy, substance use, chronic absenteeism, credit deficiencies, and behavioral and socioemotional needs. For students facing these barriers, individualized support and attention are critical to both their academic and personal success. Students who are English Learners, socioeconomically disadvantaged (SED), or foster youth are at even greater risk of falling behind due to additional stressors and challenges. Factors such as limited English proficiency, constrained access to supplemental academic resources, housing instability, and frequent school transitions can further limit their ability to access the curriculum and actively engage in their education. To address these needs, we will provide individualized academic support and tutoring to increase access to the curriculum and improve academic achievement. These services will primarily benefit our unduplicated pupil groups, for whom such targeted supports may not otherwise be available. As students experience success, we anticipate improvements in attendance and behavior, along with increased ownership of their academic progress.	$1,328,696.00	Yes
2.2	College/Career Exploration Opportunities Principally Benefiting Students who are Low-Income/SED	Student and parent feedback reflects continued interest in co-curricular activities that support college and career readiness. We will provide all students with access to extended learning opportunities focused on higher education and career development. While available to all students, these actions principally benefit socioeconomically disadvantaged (SED) students by increasing equitable access to career exploration, goal-setting, and job readiness workshops, including resume writing, interview skills, and professional attire, as well as support with college entrance and testing fees. We believe this is an effective action in supporting student success, as increased attendance and engagement are observed during these activities, contributing to overall gains in school attendance, engagement, and academic achievement.	$466,866.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Note: LREBG funds in the amount of $55,448 were added to this action to support short-term school pantry helpers who assist in the daily operation of ACCESS school pantries serving students and their families. Research indicates that addressing students' nonacademic barriers by providing consistent access to basic necessities such as food and hygiene items can improve attendance, engagement, and academic performance, particularly for students experiencing socioeconomic disadvantage. By supporting the operation of school pantries, these staff help ensure that students and families have timely access to essential resources that reduce barriers to learning and promote regular school attendance. The metrics used to monitor the impact of this action are 1.6, 1.7, and 1.9. See Appendix G for additional information.		
2.3	College/Career Exploration Opportunities for OCDE Students who are Foster Youth	Students and families who participate in extended learning activities demonstrate increased school engagement, leading to improved academic outcomes. We will provide ACCESS and Connections students who are foster youth, along with their support teams and foster families, with targeted opportunities designed to build understanding of postsecondary pathways and resources specific to foster youth. These efforts are intended to support increased attendance, engagement, and college, career, and civic readiness.	$133,950.00	Yes
2.4	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 residing in group homes/STRTPs. Students in the foster care system who live in these placements often face significant academic barriers due to frequent school changes, truancy, credit deficiencies, substance use, health and behavioral needs, and complex interpersonal dynamics. To address these challenges, OCDE will provide individualized academic support and tutoring to enhance access to the curriculum, increase academic achievement, and offer guidance to group home/STRTP staff to strengthen their capacity to support students' educational development. When students experience success, improvements in self-esteem, attendance, and behavior are often observed, supporting greater ownership of their academic progress.	$585,902.00	No

Action #	Title	Description	Total Funds	Contributing
		In addition to Title I services, OCDE's Foster Youth Services Coordinating Program (FYSCP) provides educational liaison services and support from Transition Educational Liaisons to strengthen coordination of services and improve educational outcomes for foster youth in group homes/STRTPs. FYSCP collaborates with school districts, child welfare agencies, probation, and other partners to support school transitions, track educational information, facilitate the transfer of educational and health records, address education-related needs, and provide educational progress summaries for 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, 1.7, 1.9		
2.5	Academic Support for Students who are English Learners	Students who are English Learners (EL) enroll in OCDE school programs with varied academic challenges related to language barriers and credit deficiencies. To address these needs, academic supports will be provided, including language acquisition programs, tutoring, EL curriculum, supplemental materials, educational technology, reading materials, and literacy software designed to meet the needs of English Learners. These supports are intended to enhance access to the curriculum and increase academic achievement. In addition, specialized instructional staff will support teachers in the implementation of ELD standards, including professional development focused on strengthening instruction in academic English. As students experience success, improvements in attendance and behavior are often observed, along with increased confidence and engagement in their learning. These efforts are expected to contribute to improved reclassification rates, increased English proficiency, and the closing of achievement gaps for English learners.	$1,194,923.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Academic Instruction and Enrichment for Students who are Adjudicated	Students who are currently incarcerated or on probation enroll in OCDE school programs with a range of academic challenges related to socioeconomic disadvantage, delinquency, truancy, substance use, chronic absenteeism, credit deficiencies, and interpersonal needs. To address these barriers and support their educational progress, we will provide high-quality instruction and individualized academic support to enhance access to the curriculum, increase academic achievement, and prepare students for successful reentry into their communities. As students experience success, improvements in school participation and behavior are often observed, along with stronger interpersonal relationships. These outcomes support students in setting and achieving personal goals, contributing to their academic development and their ability to become engaged and productive members of their communities.	$1,511,631.00	Yes
2.7	Career Technical Education Opportunities for All Students, Including Students with Disabilities	Research shows that high-quality Career Technical Education (CTE) programs improve graduation rates, employment outcomes, and postsecondary success for all students, including those with disabilities. When CTE programs incorporate individualized supports, project-based learning, and partnerships with community colleges, students develop both technical and employability skills essential for long-term college and career readiness. By continuing to strengthen a high-quality and sustainable CTE program, all students, including students with disabilities in the Connections program, will be better prepared for college and career success. CTE staff will receive training to support the development of career pathways, expansion of career education courses, and collaboration with community colleges on course articulation. Students will engage in project-based learning, internships, work-based learning, and opportunities to earn industry certifications, while also building employability skills such as critical thinking, creativity, collaboration, and communication. These efforts are intended to increase overall college and career readiness and long-term success.	$670,071.00	No

Action #	Title	Description	Total Funds	Contributing
		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, 1.7, 1.9		
2.8	Targeted Services to Support the Academic Development of Long-Term English Learners (LTELs)	According to California Education Code section 313.1, long-Term English Learners (LTELs) are students who have been enrolled in U.S. schools for six or more years and have not yet been reclassified as fluent English proficient due to ongoing challenges in developing the necessary literacy skills. By providing specialized training for educators, OCDE schools will strengthen targeted supports for LTELs to promote equitable access to engaging and effective instruction. Through a focused emphasis on building English proficiency and strengthening comprehension and communication skills, students are expected to experience increased confidence and engagement in their learning. These efforts are intended to support improved outcomes and better prepare LTELs for college and career readiness by ensuring they develop the language skills needed for future success.	$25,000.00	Yes
2.9	Advanced Technical Education to Close Equity Gaps	Creating advanced technical learning centers for OCDE students will expand access to high-quality educational opportunities by providing state-of-the-art resources and training facilities that may not otherwise be available. These centers are expected to support improved school attendance and academic achievement as students become more engaged in exploring new fields of study. While benefiting all students, these opportunities will be particularly impactful for students who are socioeconomically disadvantaged (SED) as they develop marketable skills and pursue career pathways in modern, industry-aligned settings. OCDE's advanced technical learning centers will serve as a pathway to economic mobility for unduplicated student groups by equipping them with in-demand technical skills and preparing them for higher-paying careers. The centers will also help address disparities in representation within technical fields by promoting diversity and inclusion in industries where	$2,214,381.00	Yes

Action #	Title	Description	Total Funds	Contributing
		these students have been historically underrepresented. Mentorship, career counseling, and networking opportunities will further support students in navigating the technical job market, building career readiness, and securing meaningful employment. Through these efforts, students will be supported in reaching their full potential, contributing to more inclusive, innovative, and economically vibrant communities.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	MAINTAIN CONDITIONS OF LEARNING: Provide all students with access to fully credentialed teachers, standards-aligned instructional materials, and well-maintained facilities to ensure a safe learning environment and access to a broad course of study aligned with California State Standards.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The development of Goal 3 reflects OCDE's continued commitment to maintaining high-quality learning environments, standards-based instruction, and comprehensive supports that meet the diverse needs of students across all programs. Current metrics connected to conditions of learning and student outcomes remained generally stable during the reporting period, indicating the importance of sustaining the systems, services, and instructional practices currently in place while continuing to address areas of ongoing need.

OCDE continues to prioritize safe, welcoming, and well-maintained school environments where students can fully engage in learning and staff are equipped to deliver standards-aligned instruction across all content areas. Metrics related to teacher credentialing, access to instructional materials, and facilities in good repair remained consistent, supporting continued implementation of high-quality instructional programs. Similarly, Career Technical Education pathway availability remained stable, ensuring students continued access to college and career readiness opportunities that support engagement and future planning.

Student outcome metrics, including attendance, graduation rates, chronic absenteeism, suspension rates, and academic indicators, showed mixed but generally stable trends across programs and student groups. These results reinforce the need to continue providing integrated academic, behavioral, and social-emotional supports through professional learning focused on Universal Design for Learning (UDL) and multi-tiered systems of support (MTSS). Continued targeted services for Foster Youth, expelled students, and other student groups with unique needs also remain essential.

An effective school community continuously monitors data and evaluates programs in order to respond to emerging needs and promote continuous improvement. By maintaining a strong focus on conditions of learning, instructional quality, and educational partner engagement,

Goal 3 ensures that OCDE schools continue to provide cohesive, supportive, and student-centered educational programs that promote success for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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)	96% of teachers are fully credentialed and appropriately assigned as measured by the OCDE HR Credentialing Annual Audit in 24-25 (Source: 2024-2025, OCDE Human Resources)	95% of teachers are fully credentialed and appropriately assigned as measured by the OCDE HR Credentialing Annual Audit in 25-26 (Source: 2025-2026, OCDE Human Resources)	100% of teachers are fully credentialed and appropriately assigned as measured by the OCDE HR Credentialing Annual Audit (Source: OCDE Human Resources)	Decreased 5% pts (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)	100% of students have access to standards-aligned instructional materials in the 24-25 school year (Source: 2025 CA Dashboard Local Indicator, Priority 1-Basic Services)	100% of students have access to standards-aligned instructional materials in the 25-26 school year (2026 Dashboard Local Indicator, Priority 1-Basic Services)	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)	Maintained at 100% (Source: CA Dashboard Local Indicator, Priority 1-Basic Services)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 (Source: 2024 CA Dashboard Local Indicator, Priority 1)	100% of OCDE facilities in "good" repair as measured by the Facility Inspection Tool (FIT) in the 24-25 school year (Source: 2025 CA Dashboard Local Indicator, Priority 1)	100% of OCDE facilities in "good" repair as measured by the Facility Inspection Tool (FIT) in the 25-26 school year (Source: 2026 CA Dashboard Local Indicator, Priority 1)	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 (Source: CA Dashboard Local Indicator, Priority 1)	Maintained at 100% (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)	100% implementation of required California Academic State Standards across all OCDE schools in the 24-25 school year. (Source: 2025 CA Dashboard Local Indicator, Priority 2: A and B)	100% implementation of required California Academic State Standards across all OCDE schools in the 25-26 school year. (Source: 2026 CA Dashboard Local Indicator, Priority 2: A and B)	100% implementation of required California Academic State Standards across all OCDE schools. (Source: CA Dashboard Local Indicator, Priority 2: A and B)	Maintained at 100% (Source: Local Indicator Report)
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	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	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	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	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	Maintained at 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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	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 24-25 school year. (Source: 2024 CA Dashboard Local Indicator, Priority 7)	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 24-25 school year. (Source: 2025 CA Dashboard Local Indicator, Priority 7)	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 25-26 school year. (Source: 2026 CA Dashboard Local Indicator, Priority 7)	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)	(Source: CA Dashboard Local Indicator, Priority 7)
3.6	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:	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	24-25 school year average rating was 4.6 out of 5 on the 24-25 CA Dashboard Local Indicator Implementation Scale, indicating a status between initial and full implementation of the coordinated service program	25-26 school year average rating was 4.6 out of 5 on the 25-26 CA Dashboard Local Indicator Implementation Scale, indicating a status between initial and full implementation of the coordinated service program	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	Increased average points by 1.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	(Source: 2024 Local Indicator Report, Priority 10)	components for foster youth (Source: 2025 Local Indicator Report, Priority 10)	components for foster youth (Source: 2026 Local Indicator Report, Priority 10)	(Source: OCDE Foster Youth Services Program)	(Source: Local Indicator Report, Priority 10)
3.7	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. 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation	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.	24-25 school year average rating was 3.6 out of 5 on the 24-25 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.	25-26 school year average rating was 4.0 out of 5 on the 25-26 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.	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.	Increased average points by 0.6 (Source: Local Indicator Report, Priority 2)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5 - Full Implementation and Sustainability	(Source:2024 Local Indicator Report, Priority 2)	(Source: 2025 Local Indicator Report, Priority 2)	(Source: 2026 Local Indicator Report, Priority 2)	(Source:Local Indicator Report, Priority 2)	
3.8	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: 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	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. (Source: 2024 Local Indicator Report, Priority 9)	24-25 school year average rating was 4.3 out of 5 on the 24-25 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. (Source: 2025 Local Indicator Report, Priority 9)	25-26 school year average rating was 4.5 out of 5 on the 25-26 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. (Source: 2026 Local Indicator Report, Priority 9)	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. (Source: Local Indicator Report, Priority 9)	Increased average points by 0.5 (Source: Local Indicator Report, Priority 9)

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions in Goal 3 were implemented as planned. Following a review of the actions outlined for OCDE's LCAP Goal 3, no significant differences were identified between the planned actions and their actual implementation. Goal 3 focuses on establishing a strong foundation for learning by maintaining safe and welcoming school environments, ensuring staff are appropriately assigned and receive ongoing training and support, and addressing the specific needs of expelled students and foster youth.

Goal 3 - Action 1: Facilities Maintenance

Successes: School sites were maintained in good repair, and maintenance was conducted in a timely manner.

Challenges: For OCDE school sites in leased spaces, Facilities staff must coordinate with landlords to complete more complex repairs, which necessitates the collaboration of multiple entitles and requires more time to complete.

Through ongoing collaborative dialogue and mutual respect, OCDE Facilities staff have been able to establish professional working relationship with landlords and vendors to ensure sites operate as safe learning spaces for students and staff. OCDE now owns two school properties which allows for easier solutions to maintenance issues.

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

Successes: Modern, approved curriculum, highly-qualified staff, and a variety of supplemental resources continue to be provided to students and educators, such as Instructure and Subject for adaptive digital learning, Newsela for literacy development, TABE and iReady for local assessments, and Student Nest for additional tutorial support.

Challenges: Substitute teachers remain in high demand in our OCDE school programs.

To address ongoing challenges in securing sufficient substitute teachers, newly hired paraeducators are also processed by Human Resources as substitute teachers, allowing them to be added to the pool of available substitutes

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

Successes: The new online referral process to enroll students in ACC more quickly after their expulsion allows the students to continue learning with the shortest possible interruption. Additionally, monthly meetings between ACCESS leadership and school district personnel provide an opportunity for the district to receive a report on how their students are progressing with us and strategize continuous

improvements in system practices The addition of a digital dashboard allows districts to monitor the attendance, credits, and demographic data of their students enrolled in an ACCESS school.

Challenges: ACC must be mindful to hold open space at school sites for potential new enrolments of Special Education students who have been expelled so that Special Education staff are in place and do not need to be transferred in order to appropriately meet the student's needs.

The online referral system allows the Attendance and Records department (ARC) to monitor the processing of new enrollment referrals to ensure there are no unnecessary delays, which has decreased the number of days it takes to fully enroll a students.

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

Successes: Foster Youth Services Coordinating Program (FYSCP) highlighted Orange County at the 2026 CA Foster Youth Education Summit by presenting two sessions on best practice models, including one that was co-presented with the Orange County Juvenile Court Presiding Judge. Additionally, the California Department of Education recognized Orange County at a statewide meeting as the large county (over 1,000 foster youth) with the greatest improvement in key foster youth outcomes, including mathematics achievement, attendance, and suspension rates.

Challenges: Coordination of services for foster youth with complex needs is impacted by limited cross-agency understanding of the roles, systems, and processes within child welfare, probation, education, special education, and the court system, creating barriers to effective collaboration and service alignment.

The Foster Youth Services Coordinating Program (FYSCP) initiated the Walking in Each Other’s Shoes cross-agency training series, offering two trainings this year: one led by the OC Juvenile Court Presiding Judge for educators on juvenile court processes, and another by SELPA and OCDE on special education in complex cases for social workers and probation officers. Additional trainings will continue next year to further strengthen cross-agency partnerships and collaboration.

To mitigate challenges related to cross-agency coordination and understanding of systems, the Foster Youth Services Coordinating Program (FYSCP) launched the Walking in Each Other’s Shoes training series to improve collaboration among education, child welfare, probation, special education, and court partners. This year, trainings focused on juvenile court processes and special education in complex cases. Additional trainings will continue next year to strengthen interagency coordination and service alignment for foster youth.

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

Successes: An Educational Liaison continues to be assigned to Orangewood Children and Family Center (OCFC) with an office on-site at an ACCESS school, William Lyon, to better support the educational transitions for foster youth as they enter and exit OCFC and provide ongoing educational case management for students while at OCFC and attending OCDE's William Lyon School.

Challenges: Foster youth students continued to face significant barriers related to placement instability, interrupted educational experiences, transportation challenges, and social-emotional needs associated with changes in living situations and school placements. These challenges continued to impact consistent school attendance and engagement, reflected in increased chronic absenteeism rates (71% to 76%) among foster youth students, as well as declines in the one-year cohort graduation rate (77% to 63%) for foster youth students during the year.

OCDE will continue evaluating and refining support strategies for foster youth students in collaboration with school teams, caregivers, and partner agencies to better address ongoing barriers to attendance, school stability, and graduation. Efforts will also focus on identifying additional interventions and engagement strategies that more effectively respond to the complex and changing needs of foster youth students across programs and placements.

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

Successes: Content-specific professional development opportunities continued to expand staff access to targeted trainings and workshops focused on supporting the academic needs of unduplicated student groups. These learning opportunities strengthened staff capacity to implement effective instructional strategies, deepen understanding of the unique challenges experienced by foster youth, low-income students, and English Learners, and support the creation of more inclusive and responsive learning environments across programs and sites. Training opportunities also helped staff strengthen family engagement practices and better support families in accessing educational resources and services for their students.

Challenges: ACCESS continued to face challenges expanding and sustaining targeted professional development opportunities due to scheduling constraints, competing staff responsibilities, limited availability of substitute coverage, and the varying training needs across programs and sites. Ensuring that professional learning translated into consistent long-term implementation of instructional practices also required ongoing coaching, follow-up, and support for staff throughout the year.

OCDE remains committed to providing staff with engaging and relevant professional development specifically designed to support the academic and socioemotional needs of unduplicated student groups in alternative education settings for whom traditional learning paths have not been successful.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no limited zero-funded Contributing Actions, and thus no differences between budgeted expenditures and estimated actual expenditures in Goal 3.

Goal 3 - Action 1: Facilities Maintenance
This action was implemented as planned.

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
This action was implemented as planned.

Goal 3 - Action 3: Coordination of Services for Expelled Youth
This action was implemented as planned.

Goal 3 - Action 4: Coordination of Services for Orange County Foster Youth
Actual expenditures were higher than budgeted due to increased personnel costs associated with salary adjustments implemented following an organizational compensation study. The LEA continued to prioritize coordination of services and support for Orange County foster youth through qualified staff providing direct assistance, case management, and educational support services.

Goal 3 - Action 5: Coordination of Services for Students who are Foster Youth Within OCDE Schools
This action was implemented as planned.

Goal 3 - Action 6: Staff Professional Development to Principally Benefit Students who are English Learners, Low-Income/SED, or Foster Youth
This action was implemented as planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

All actions associated with Goal 3 of the LCAP (Actions 3-1 through 3-6) continue to focus on maintaining a strong foundation for student learning by ensuring that schools are well-maintained and provide inclusive, welcoming, and supportive educational environments for students, families, and staff. The actions outlined under Goal 3 continued to demonstrate effectiveness during the 2025–26 school year, as reflected in the corresponding metrics. OCDE maintained strong oversight of ACCESS and Connections school sites, supporting educational environments that prioritize safety, access, and high-quality instruction for all students.

Metrics related to conditions of learning remained stable across programs. Access to standards-aligned instructional materials, implementation of state academic standards, facilities in good repair, and access to a broad course of study all remained at 100% (Metrics 3.2 and 3.3). These outcomes demonstrate OCDE’s continued commitment to maintaining high-quality instructional programs and equitable access to learning opportunities for students across all school settings.

Professional learning and coordinated student support systems also continued to strengthen during the reporting period. The implementation rating for professional learning increased from 3.4 to 4.0 out of 5, reflecting continued progress in supporting teachers with standards-aligned instruction and curriculum implementation (Metric 3.7). Services for expelled youth improved from 4.0 to 4.5 out of 5 (Metric 3.8) while foster youth service coordination remained strong at 4.6 out of 5 (Metric 3.6). These outcomes reflect OCDE’s ongoing focus on coordinated supports, staff development, and responsive services designed to meet the unique needs of students across programs.

Ongoing collaboration between OCDE and local school districts throughout Orange County also continues to support more efficient enrollment, records transfer, and coordination of services for students transitioning between educational settings. This collaboration remains especially important for expelled students, foster youth, and students with Individualized Education Programs (IEPs), as it helps minimize disruptions in educational services and supports continuity of care and instruction. Additionally, OCDE's Foster Youth Services Coordinating Program (FYSCP) continues to provide educational trainings, case management, liaison support, and technical assistance to educational partners throughout Orange County to strengthen outcomes for students in foster care.

While the percentage of fully credentialed and appropriately assigned teachers declined slightly from a baseline of 100% to 95% (Metric 3.1), OCDE continued to provide standards-aligned instruction and comprehensive student supports across its school programs (Metrics 3.4 and 3.5). Similar to many educational agencies, recruitment and retention of qualified staff remains an ongoing challenge, particularly within specialized instructional settings.

Overall, the actions implemented under Goal 3 continue to demonstrate effectiveness and remain appropriate for the needs of OCDE students and staff. Stable conditions of learning, continued growth in professional learning systems, and strong coordinated supports for foster and expelled youth indicate that the current actions are helping maintain safe, student-centered educational environments that support student success.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- LREBG funds were allocated to Goal 3 – Action 2 to enhance the implementation of this action and further support its intended outcomes. For more details, refer to Appendix G.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Facilities Maintenance	We will maintain our facilities in good repair to ensure students attend school in safe and welcoming environments. Timely facility repairs will be completed, and monthly school safety reports will continue to be conducted to ensure all sites remain in good condition. Funds included in this action support Facilities staff responsible for maintaining and repairing school sites and offices, as well as supplies related to ongoing maintenance. This also includes costs associated with purchasing and operating vehicles for Facilities staff. In addition, funds are	$4,026,771.00	No

Action #	Title	Description	Total Funds	Contributing
		allocated for Deferred Maintenance to address periodic, higher-cost repairs necessary to keep school sites in good repair.		
3.2	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	Research shows that providing all students—including those who are English learners, foster youth, experiencing homelessness, socioeconomically disadvantaged, or students with disabilities—with access to a broad, standards-aligned curriculum, along with well-trained educators, supports improved academic achievement and positive prosocial behavior. High-quality, standards-based instruction promotes equity, engagement, and long-term student success. All students in our programs, including students with disabilities and those who are English Learners, SED, foster youth, or experiencing homelessness, have access to a broad course of study aligned to California State Standards. We will continue to provide appropriately assigned teachers and support staff with professional learning opportunities and resources to strengthen instructional practices and ensure consistent implementation of standards-based content. Through this strong instructional foundation, students are expected to demonstrate growth in academic skills 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, 1.7, 1.9 Note: LREBG funds in the amount of $331,855 were added to this action to provide additional resources to increase staffing and materials in support of student academic achievement. Research supports this in that equipping educators with updated technology and AI tools enhances their ability to identify learning gaps, personalize instruction, and monitor progress in real time. Paraeducators provide targeted academic and behavioral support, helping students build skills and confidence through one-on-one and small group instruction. Hiring substitute staff during state testing allows teachers to maintain instructional focus while ensuring all students are tested on time in a calm environment. Together, these	$59,745,343.00	No

Action #	Title	Description	Total Funds	Contributing
		supports lead to more effective teaching, accurate assessment data, and improved student outcomes. The metrics used to monitor the impact of the action are 1.1, 1.5, 1.7, and 1.9. See Appendix G for additional information.		
3.3	Coordination of Services for Expelled Youth in OCDE Schools	In alignment with State Priority 9, and through ongoing communication between OCDE and partnering school districts, we will continue to support students who are expelled from their districts of residence. Child Welfare and Attendance staff will share relevant information related to student academic progress, prosocial development, and mental health to support successful transitions back to the district of residence or toward graduation from our program.	$129,874.00	No
3.4	Coordination of Services for Orange County Foster Youth	As a county office of education, OCDE is responsible for coordinating educational services for foster youth across the county. We will continue to support agencies providing direct services to foster youth in Orange County through ongoing consultation and communication with collaborative partners. This includes offering training, liaison support, and case consultation, as well as collaborating with child welfare, probation, and local school districts to strengthen coordination of services. By providing countywide support, we aim to improve interagency coordination of key student information related to academic progress, prosocial development, and mental health. These efforts are intended to better support foster youth in becoming informed and empowered advocates for their educational needs and goals.	$1,108,375.00	No
3.5	Coordination of Services for Students who are Foster Youth Within OCDE Schools	Consistent with State Priority 10 (A–D), OCDE will continue to support foster youth enrolled in ACCESS and Connections through ongoing communication between school staff and collaborative partners, including the juvenile court. These efforts will support efficient transfer of health and educational records, strengthen networks that promote academic progress, and support positive prosocial and mental health development.	$845,789.00	Yes

Action #	Title	Description	Total Funds	Contributing
		To ensure students are informed and empowered to advocate for their individual needs, relevant education-related information will be shared with the OCDE foster youth team to promote coordination of services and continuity of educational programming as students transition between school settings. Foster youth in ACCESS and Connections programs will also have access to transportation assistance, when needed, to support stability by remaining in their school of origin.		
3.6	Staff Professional Development to Principally Benefit Students who are English Learners, Low Income/SED, or Foster Youth	Input from parents, staff, and educational partners highlights the importance of having educators who understand the unique needs of students who are English Learners, including LTELs, as well as those who are socioeconomically disadvantaged (SED) or foster youth, and who can respond with empathy, collaboration, and effective problem-solving. Students in these populations benefit when educators are supported with relevant, timely, and targeted professional development, along with appropriate materials, resources, and educational technology. Students who are English Learners, including LTELs, SED, or foster youth often face specific challenges, making targeted professional learning for staff essential to improving instruction, strengthening attendance, and increasing student achievement. Providing staff with opportunities to attend conferences and workshops, learn best practices, and collaborate with peers will enhance their ability to support student learning and address implementation needs. These efforts are expected to improve outcomes for all students, with a particular benefit for English Learners, LTELs, SED, and foster youth. This action is driven by our goals and the work of Differentiated Assistance in support of Priority 4 Metrics: 1.1, 1.7, 1.8, 1.9	$24,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	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 2025 California Dashboard state indicators: Graduation Rate (English Learners, Long-Term English Learners, Foster Youth, Hispanic, Homeless, Low-Income, Students with Disabilities, and White students) and College and Career Indicator (English Learners, Long-Term English Learners, Foster Youth, Hispanic, Homeless, Low-Income, Students with Disabilities, and White). 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.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The California Department of Education's Equity Multiplier (EM) funding provides supplemental resources to schools with a prior-year non-stability rate greater than 25 percent and a socioeconomically disadvantaged pupil rate exceeding 70 percent. OCDE's ACCESS County Community School (ACC) qualifies for this targeted funding, which is intended to expand educational equity and improve outcomes for students with the greatest needs. Due to ongoing enrollment fluctuations and high student mobility, ACC remains committed to operating a responsive and student-centered program that prioritizes immediate engagement, timely access to supports, and opportunities for students to build practical and future-ready skills. ACC has continued to maintain stability in the areas of teacher credentialing, subject matter expertise, and staff retention, ensuring students have access to qualified and consistent instructional staff. Equity Multiplier funding will strengthen ACC's capacity to provide high-quality instruction, expanded student and family supports, technology access, and enhanced system practices designed to improve student engagement and achievement. These additional resources play an important role in promoting educational stability, equitable access, and positive outcomes for students regardless of socioeconomic background or length of enrollment.

Throughout the year, ACC engaged in ongoing consultation and needs assessment processes with educational partners, including students, families, staff, and community agencies, informed by review of the school's 2025 California Dashboard results and other local data. Feedback consistently emphasized the importance of addressing the challenges associated with high student mobility, increasing student

engagement and connectedness, and ensuring equitable access to academic and support services from the point of enrollment. Educational partners expressed strong support for the Equity Multiplier goal and associated actions, recognizing them as responsive to the unique needs of ACC students and aligned with the school's mission to provide meaningful opportunities and supports for all students. This input played an important role in shaping the goal and confirming the continued need for targeted investments and interventions designed to improve student outcomes.

Review of the 2025 California Dashboard, together with feedback from educational partners, identified improving the DASS Alternative School one-year graduation rate as a critical priority for ACC. Multiple student groups—including English Learners, Long-Term English Learners, Foster Youth, Hispanic students, Homeless students, Low-Income students, Students with Disabilities, and White students—demonstrated lower performance on this state indicator. Because many ACC students enroll after experiencing interrupted educational histories, significant credit deficiencies, chronic absenteeism, and other barriers to earning a diploma, improving the one-year graduation rate requires immediate intervention and individualized supports from the point of enrollment. Equity Multiplier resources will strengthen ACC's capacity to provide intensive academic advising, credit recovery opportunities, transition planning, family engagement, and coordinated wraparound supports that remove barriers to graduation and increase the likelihood that students complete the requirements for a high school diploma within the accountability year.

Focused actions developed from these collaborations will support student groups that demonstrated the lowest performance on the 2025 California Dashboard state indicators:

- Graduation Rate: English Learners, Long-Term English Learners, Foster Youth, Hispanic, Homeless, Low-Income, Students with Disabilities, and White students.
- College and Career Readiness: English Learners, Long-Term English Learners, Foster Youth, Hispanic, Homeless, Low-Income, Students with Disabilities, and White students.

This goal prioritizes targeted, evidence-based supports designed to address opportunity gaps, improve the DASS Alternative School one-year graduation rate and College/Career Indicator outcomes, and ensure that students facing the greatest challenges have access to the resources, instruction, and services needed for academic success and long-term achievement.

Metrics to track progress in each priority area include:

- Metric 4.6 - Priority 3 (parent involvement) and Priority 5 (pupil engagement): Increase the percent of new ACC parent/guardians who attend a parent engagement opportunity within 30 calendar days of their child's enrollment from the 23-24 baseline of 40% to at least 60% by Year 3

- Metric 4.7 - Priority 4 (pupil achievement): Measuring the graduation rate of the DASS Alternative school percentage of ACC students who graduate in the one-year 12th grade cohort. The baseline for all student groups is 77% and the expected increase is up 3% to 80%.

- Metric 4.8 - Priority 6 (school climate): Measuring all student group suspension rate level. The 23-24 baseline is 3.1% and the three-year expected goal is 2%, a decrease of 1.1%.

- Metric 4.9 - Priority 4 (pupil achievement) and Priority 8 (other pupil outcomes): Increase the percentage of EL students making progress toward English Language proficiency or maintaining the highest level attainable as measured by the Dashboard ELPI. The 23-24 baseline is 20.4% with a target outcome of at least 35% in Year 3 making progress or maintaining the highest level.

- Metric 4.10 - Priority 4 (pupil achievement, CCI): This metric measures students who were prepared or approaching prepared, as reflected on the California Dashboard. The baseline from 2023-24 reflects All: 0.3%, EL and SWD; 0.0%, Hispanic: 1.3%, Homeless: 0.4%, Low-Income: 0.1%, White: 4.6% with a 3 year target outcome of 8% prepared for each of these student groups. The 2023-24 baseline measure was 4.1% of ALL students 'approaching prepared" as reflected on the 2023 California Dashboard, with a 3-year target outcome of 10% for this group.

METRICS KEY:
Student Group Abbreviations: EL= English Learner; LI = Low-Income; HL= Homeless; FY= Foster Youth; SWD= Students with Disabilities, Hisp= Hispanic, Wh= White; LTEL=Long-Term English Learner

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	All: 72% EL: 78 % LI: 75% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality New Baseline/Student Groups (Lowest Performing) LTEL: tracking this data locally, however not publicly reporting	All: 56% EL: 62% LI: 61% FY: tracking this data locally; however, it may not publicly report due to small group size/confidentiality LTEL: tracking this data locally, however not publicly reporting due to small group size/confidentiality	All: 65% EL: 65% LI: 65% FY: tracking this data locally, however may not publicly report due to small group size/confidentiality New Student Groups Added (Baseline Year) LTEL: N/A HL: N/A SWD: N/A Hisp: N/A	All: Increased 7.7% pts EL: Increased 9.5% pts LI: Increased 12% pts FY: Data not available New Student Groups Added (Baseline Year) LTEL: Data not available HL: Data not available SWD: Data not available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: i-Ready database, 2022-23 Final Diagnostic)	due to small group size/confidentiality HL: tracking this data locally, however not publicly reporting due to small group size/confidentiality SWD: tracking this data locally, however not publicly reporting due to small group size/confidentiality Hisp: 72% (Source: i-Ready database, 2023-24 Final Diagnostic)	HL: tracking this data locally; however, not publicly reporting due to small group size/confidentiality SWD: 61% Hispanic: 58% (Source: i-Ready database, 2024-25 Final Diagnostic)	(Source: i-Ready database Final Diagnostic)	Hisp: Decreased 14% pts (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	All: 69% EL: 74% LI: 72% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality New Baseline/Student Groups (Lowest Performing) LTEL: tracking this data locally, however not	All: 52% EL: 60% LI: 60% FY: tracking this data locally; however, not publicly reporting due to small group size/confidentiality. LTEL: tracking this data locally; however, not publicly reporting	All: 65% EL: 65% LI: 65% FY: tracking this data locally, however may not publicly report due to small group size/confidentiality New Baseline/Student Groups (Low-Performing): LTEL: N/A Hisp: N/A HL: N/A	All: Increased 8.4% pts EL: Increased 11.5% pts LI: Increased 15.1% pts FY: Data not available New Baseline/Student Groups (Low-Performing): LTEL: Data not available Hisp: Data not available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: i-Ready database, 2022-23 Final Diagnostic)	publicly reporting due to small group size/confidentiality. HL: tracking this data locally, however not publicly reporting due to small group size/confidentiality SWD: tracking this data locally, however not publicly reporting due to small group size/confidentiality Hisp: 69% (Source: i-Ready database, 2023-24 Final Diagnostic)	due to small group size/confidentiality. HL: tracking this data locally; however, not publicly reporting due to small group size/confidentiality. SWD: 56% Hisp: 55% (Source: i-Ready database, 2024-25 Final Diagnostic)	SWD: N/A (Source: i-Ready database, Final Diagnostic)	HL: Data not available SWD: Decreased 14% pts (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% HL: 68.2% Hisp: 57.9% (Source: 2023 DataQuest)	All: 58% EL: 62% LI: 59% FY: 71% HL: 61% Hisp: 58% New Baseline/Student Groups (Lowest Performing) LTEL: N/A (Source: 2024 DataQuest)	All: 56% EL: 61% LI: 57% FY: 76% HL: 66% Hisp: 57% LTEL: N/A (Source: 2025 DataQuest)	All: 40% EL: 40% LI: 40% FY: 40% HL: 40% Hisp: 40% LTEL: 40% (Source: DataQuest)	All: Decreased 1.1% pts EL: Decreased 2.1% pts LI: Decreased 6.8% pts FY: Increased 10.6% pts HL: Decreased 2.2% pts Hisp: Decreased .9% pts LTEL: Data not available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						(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% EL: 23% LI: 39% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality New Baseline/Student Groups (Lowest Performing) LTEL: 24% HL: 51% SWD: 27% Hisp: 39% (Source: i-Ready database, 2023-24 Final Diagnostic) (Source 2024 CAASPP Results/DataQuest)	All: 36% EL: 25% LI: 35% FY: Tracking this data locally; however, it may not publicly report due to small group size/confidentiality LTEL: 25% HL: 41% SWD: 28% Hisp: 34% (Source: 2025 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 LTEL: 30% HL: 60% SWD: 30% Hisp: 40% (Source CAASPP Results/DataQuest)	All: Decreased 14% pts EL: Increased 11.3% pts LI: Increased 4.8% pts FY: Data not available New Student Groups Added (Baseline Year) LTEL: Increased 1% pt HL: Decreased 10% pts SWD: Increased 1% pt Hisp: Decreased 4% pts (Source: CAASPP Results/DataQuest)
4.5	Percentage of ACC Students who achieve	All: 29.9% EL: 49.6%	All: 64% EL: 49%	All: 61% EL: 47%	All: 55% EL: 65%	All: Increased 31.1% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	near or above standards on the CAASPP ELA Research/Inquiry Performance Area	LI: 58.1% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source 2023 CAASPP Results/DataQuest)	LI: 62% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality New Baseline/Student Groups (Lowest Performing) HL: 69% SWD: 61% Hisp: 60% LTEL: 42% (Source: i-Ready database, 2023-24 Final Diagnostic) (Source 2024 CAASPP Results/DataQuest)	LI: 61% FY: Tracking this data locally; however, it may not publicly report due to small group size/confidentiality HL: 63% SWD: 56% Hisp: 61% LTEL: 50% (Source: 2025 CAASPP Results/DataQuest)	LI: 65% FY: tracking this data locally, however may not publicly report due to small group size/confidentiality HL: 70% SWD: 70% Hisp: 65% LTEL: 50% (Source CAASPP Results/DataQuest)	EL: Decreased 2.6% pts LI: Increased 2.9% pts FY: No data available New Student Groups Added (Baseline Year) HL: Decreased 6% pts SWD: Decreased 5 pts Hisp: Increased 1% pt LTEL: Increased 8% pts (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 Programs, 2023-2024)	54% (Source: Title I Programs, 2024-2025)	48% (Source: Title I Programs, 2025-2026)	60% (Source: Title I Programs)	Increased 8% pts (Source: Title I Programs)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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% Hisp: 77.3% SWD: 81.8% Wh: 80.3% (Source: ACC CA Dashboard Additional Report/2023)	All-: 74% EL: 73% FY: 77% HL: 81% LI: 73% Hisp: 72% SWD: 77% Wh: 75% New Baseline/Student Groups (Lowest Performing) LTEL: 75% (Source: ACC CA Dashboard Additional Report/2024)	All: 58% EL: 59% FY: 63% HL: 59% LI: 58% Hisp: 56% SWD: 64% Wh: 68% LTEL: 60% (Source: ACC CA Dashboard Additional Report/2025)	All-: 80% EL: 80% FY: 95% HL: 90% LI: 80% Hisp: 80% SWD: 85% Wh: 85% LTEL: 80% (Source: ACC CA Dashboard Additional Report)	All: Decreased 19% pts EL: Decreased 14% pts FY: Decreased 29% pts HL: Decreased 25% pts LI: Decreased 19% pts Hisp: Decreased 21.3% pts SWD: Decreased 17.8% pts Wh: Decreased 12.3% pts LTEL: Decreased 15% pts (Source: ACC CA Dashboard Additional Report)
4.8	ACC Suspension Rate (Student Groups Performing at the Lowest Level)- Percentage of Students	All: 3.1% EL 4.9% SWD 4.7% LI: 3.3% (Source: 2023 CA Dashboard, Suspension Rate)	All: 2% EL 4% SWD 3% LI: 3% (Source: 2024 CA Dashboard, Suspension Rate)	All: 2% EL 2% SWD 2% LI: 2% (Source: 2025 CA Dashboard, Suspension Rate)	All: 2% EL: 3% SWD: 3% LI: 3% (Source: CA Dashboard, Suspension Rate))	All: Decreased 1.1% pts EL: Decreased 2.9% pts SWD: Decreased 2.7% pts LI: Decreased 1.3% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						(Source: CA Dashboard, Suspension Rate)
4.9	Percentage of ACC EL students making progress toward English language proficiency or maintaining the highest level attainable (ELPI).	20.4% (Source: 2023 CA Dashboard, English Learner Progress Indicator-ELPI)	42% (Source: 2024 CA Dashboard, English Learner Progress Indicator-ELPI)	38% (Source: 2025 CA Dashboard, English Learner Progress Indicator-ELPI)	35% (Source: CA Dashboard, English Learner Progress Indicator-ELPI)	Increased 17.6% pts (Source: CA Dashboard, English Learner Progress Indicator-ELPI)
4.10	Percentage of ACC high school graduates "prepared" or "approaching prepared" as reflected on the CA Dashboard College and Career Indicator	CCI PREPARED All: 0.3% EL: 0.0% Hisp: 1.3% HL: 0.4% LI: 1.0% SWD: 0.0% Wh: 4.6% CCI: APPROACHING PREPARED 4.1 (Source: 2023 CA Dashboard and Dashboard Additional Reports)	CCI PREPARED All: 2% EL: 0% Hisp: 1% HL: 1% LI: 2% SWD: 0% Wh: 3% New Baseline/Student Groups (Lowest Performing) LTEL: 0% CCI: APPROACHING PREPARED 2% (Source: 2024 CA Dashboard and	CCI PREPARED All: 2% EL: 0% Hisp: 2% HL: 2% LI: 2% SWD: 0% Wh: 3% FY: 0% * LTEL: 0% CCI: APPROACHING PREPARED 3% (Source: 2025 CA Dashboard and Dashboard Additional Reports)	CCI: PREPARED:: All: 8% EL: 8% Hisp: 8% HL: 8% LI: 8% SWD: 8% Wh: 8% FY: 8% * LTEL: 8% CCI: APPROACHING PREPARED 10% (Source: CA Dashboard and Dashboard Additional Reports)	CCI PREPARED All: Increased 1.7% pts EL: Maintained at 0% Hisp: Increased .7% pts HL: Increased 1.6% pts LI: Increased 1% pts SWD: Maintained at 0% Wh: Decreased 1.6% pts FY: Data not available* LTEL: Maintained at 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Dashboard Additional Reports)	* New student group in 2025	* New student group in 2025	CCI: APPROACHING PREPARED: Decreased 1.1% pts (Source: CA Dashboard and Dashboard Additional Reports)
4.11	Percentage of ACC Students who achieve near or above standards on the CAASPP Math Concepts and Procedures Performance Area		New Metric / New Baseline (Lowest Performing): All: 16% EL: 6% LTEL: 4% HL: 18% LI: 14% SWD: 11% Hisp: 14% (Source: 2024 CAASPP Results/DataQuest)	All: 14% EL: 7% LTEL: 7% HL: 15% LI: 12% SWD: 13% Hisp: 13% (Source: 2025 CAASPP Results/DataQuest)	All: 20% EL: 20% LTEL: 20% HL: 20% LI: 20% SWD: 20% Hisp: 20% (Souce: CAASPP Results/DataQuest)	New Metric / New Baseline (Lowest Performing): All: Decreased 2% pts EL: Increased 1% pt LTEL: Increased 3% pts HL: Decreased 3% pts LI: Decreased 2% pts SWD: Increased 2% pts Hisp: Decreased 1% pt (Source: CAASPP Results/DataQuest)

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions in Goal 4 were implemented as planned, and following a review of the actions outlined for OCDE's LCAP Goal 4, no significant differences were identified between the planned actions and their actual implementation. In the 2025-26 school year, the ACCESS County Community School (ACC) implemented the planned actions designed to close opportunity gaps and improve student outcomes, particularly for student groups that historically performed at the lowest levels on the California Dashboard state indicators. The actions (Action 1-4) were carried out as planned and remained fully aligned with those originally planned, with no substantive differences between the intended strategies and the activities implemented. This work focused on addressing barriers to success related to high rates of school mobility, socioeconomic disadvantage, and the needs of identified student groups.

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

Successes: Expansion of CTE offerings in Culinary Arts and Games and Simulation was supported through the purchase of industry-grade equipment that increased hands-on career exploration and technical skills training opportunities for students. Purchases in progress include a mobile culinary trailer and towing vehicle to expand access to culinary instruction at sites without kitchen facilities, transit vans to increase student access to programs across ACCESS sites, and mobile Esports carts to support instruction in Esports and Game Design through interactive, team-based learning experiences.

Challenges: ACCESS sites vary in size and infrastructure which can limit their ability to host a CTE pathway. Developing programs that can be mobile presents significant barriers to implementation.

ACCESS will continue expanding equitable access to CTE pathways and hands-on learning opportunities through the use of transportation resources, mobile instructional equipment, and shared programming across sites. The addition of transit vans and mobile learning resources will help reduce transportation and facility barriers that have previously limited student participation in specialized CTE programs.

Goal 4 - Action 2: Increasing Student Achievement Through Improved System Practices

Successes: LCAP funds were used to purchase the Basic Life Support (BLS) Instructor Package with digital and streaming videos supports our Child Development pathway by equipping students with essential, life-saving CPR and first aid skills. This training enhances hands-on, real-world learning while preparing students for careers in education, childcare, and related fields where safety and emergency response are critical. Providing on-site certification opportunities increases student access to industry-recognized credentials that strengthen employability and readiness for future careers.

Challenges: Limited student mobility otherwise prevents widespread access to these lifesaving trainings.

ACCESS will continue expanding on-site certification and training opportunities to reduce transportation and mobility barriers that limit student participation in career pathway programs. Efforts will also focus on increasing access to hands-on industry training across sites so that more students can earn workforce-ready skills and industry-recognized certifications.

Goal 4 - Action 3: Enhanced Collaborations to Introduce Expanded Services for Students

Successes: ACCESS continued supporting collaborative efforts and school-based activities designed to strengthen student engagement, school connectedness, and college and career awareness across programs and sites. Resources supported activities that encouraged students' educational goals, celebrated academic milestones, and promoted positive school culture and postsecondary aspirations.

Challenges: Implementation timelines for some partnerships and expanded student services were impacted by delays in processing vendor contracts associated with new SB 848 compliance requirements. Additional review and certification procedures related to consultants providing student-facing services required increased coordination and extended contract processing timelines during the year.

While the full range of expanded learning opportunities is still in development, the progress made this year represents a meaningful step toward building a more inclusive and supportive learning environment aligned with the vision of the California Community Schools Partnership Program.

Goal 4 - Action 4: Expanding the Educational Team to Maximize Student Success

Successes: During the 2025-26 schoolyear, the expanded educational team increased the level of support available to ACC students and contributed to improved student engagement, reflected in increased attendance rates. Overall attendance increased from 79% to 80%, while attendance rates for English Learners increased from 76% to 77% and attendance rates for homeless students increased from 68% to 70%. Additional staffing allowed for more personalized instruction and targeted interventions to address learning barriers, supporting greater student participation, academic progress, and equitable access to educational supports.

Challenges: A challenge with adding new staff was the need for extensive onboarding and training to ensure smooth integration into the existing school teams. This process took time and occasionally slowed the implementation of new strategies as staff worked to align on roles and expectations.

OCDE's New Employee Orientation continued to support the onboarding process for new staff by providing an introduction to OCDE procedures, expectations, resources, and organizational practices common across departments and programs. The orientation also provided new school staff with an initial overview of OCDE school programs prior to beginning site-based onboarding and training specific to their assigned schools and programs.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no limited zero-funded Actions, and thus no differences between budgeted expenditures and estimated actual expenditures in Goal 4.

Goal 4 - Action 1: Creating Future-Ready Learning Environments in ACC
Actual expenditures were lower than budgeted because several planned purchases supporting future-ready learning environments were funded through alternative funding sources during the implementation year. The LEA was still able to enhance instructional spaces, technology access, and student learning environments across ACC programs while maximizing available resources.

Goal 4 - Action 2: Increasing Student Achievement Through Improved System Practices
This action was implemented as planned.

Goal 4 - Action 3: Enhanced Collaborations to Introduce Expanded Services for Students
Actual expenditures were lower than budgeted due to extended planning and coordination timelines associated with developing partnerships to expand student access to college-level coursework and related services. The LEA continued collaborative efforts with community partners during the year to support the future implementation of expanded dual enrollment opportunities, including no-cost programs that allow high school students to earn both high school and college credit simultaneously.

Goal 4 - Action 4: Expanding the Educational Team to Maximize Student Success
Actual expenditures were lower than budgeted due to staffing vacancies and ongoing evaluation of personnel needs based on student enrollment and program implementation trends during the year. The LEA continued to maximize student support services through strategic staffing assignments and existing staff capacity aligned to current student needs.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

All actions in Goal 4 (Actions 4-1 through 4-4) continue to provide targeted support for student groups identified as low-performing on one or more California School Dashboard indicators. Based on the 2025 California Dashboard, several student groups demonstrated the lowest performance levels in the areas of Graduation Rate and College and Career Readiness, including English Learners, Long-Term English Learners, Foster Youth, students experiencing homelessness, Low-Income students, Students with Disabilities, and certain racial/ethnic student groups. The goal remains focused on addressing the specific academic and engagement needs of these students through personalized supports, intervention strategies, and relationship-centered practices designed to foster growth and student success.

The actions implemented under Goal 4 continued to support student engagement and individualized learning opportunities during the 2025–26 school year. Several student groups demonstrated growth in targeted CAASPP performance areas, particularly English Learners, Long-Term English Learners, Low-Income, and Students with Disabilities (SWD) in both ELA Writing and Math Concepts and Procedures (Metrics 4.4 and 4.11). The English Learner Progress Indicator (ELPI) results increased by 17.6% (Metric 4.9). Suspension rates also improved for English Learners, Students with Disabilities, and Low-Income students (Metric 4.8), reflecting the continued effectiveness of behavioral

supports and relationship-centered practices. In addition, chronic absenteeism declined slightly for All students, English Learners, Long-Term English Learners, Homeless, Low-Income students, and Hispanic students, suggesting modest progress in helping students remain connected and engaged in school despite ongoing attendance challenges (Metric 4.3) .

At the same time, some indicators reflected the continued challenges associated with serving highly mobile student populations with significant academic gaps and interrupted educational histories. Participation in i-Ready Reading and Math assessments declined compared to the previous year (Metrics 4.1 and 4.2), but still showed an increase over baseline. Graduation outcomes decreased across several student groups (Metric 4.7). At ACC, the average student enrollment during the 2025–26 school year was approximately 69 days, which can limit the amount of time available to fully implement interventions and measure long-term academic growth. These outcomes reinforce the importance of maintaining targeted interventions and flexible supports for students who often enroll with significant barriers and limited time for sustained academic intervention before transitioning to another educational setting.

Family engagement and college and career readiness indicators demonstrated areas of continued stability and growth. Parent and guardian participation in engagement opportunities within 30 days of enrollment remained relatively strong, reflecting continued efforts to connect families to school supports early in the enrollment process (Metric 4.6). In addition, the percentage of students who are experiencing homelessness and students who are Hispanic were identified as “approaching prepared” on the College and Career Indicator increased slightly, demonstrating continued progress toward college and career readiness, but with more work to do in this area (Metric 4.10).

Overall, these outcomes, as well as feedback received by our practitioners, demonstrate that the actions implemented under Goal 4 continue to provide important targeted supports for student groups with the greatest needs. OCDE remains committed to refining intervention systems, strengthening engagement practices, and expanding individualized supports to improve outcomes for students experiencing significant academic and social-emotional barriers to success.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- In Metric 4.10 (CCI), Foster Youth was added a student group and a new Outcome established.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Creating Future-Ready Learning Environments in ACC	Creating future-ready classrooms for ACC students is essential to promoting equity and access to high-quality education, particularly for lower-performing student groups. By investing in classrooms equipped with current technology, personalized learning tools, and innovative	$601,700.00	No

Action #	Title	Description	Total Funds	Contributing
		instructional practices, we aim to help bridge the digital divide and build essential skills in research and writing. Preparing students for the future workforce requires cultivating critical thinking, problem-solving, and digital literacy, which can be supported through engaging learning experiences, including the use of Artificial Intelligence (AI) tools and a variety of technology-integrated, project-based learning opportunities. By continuing to invest in modernized educational environments that support both students and educators, we aim to strengthen student engagement and readiness for college, career, and community participation, contributing to more inclusive and equitable outcomes.		
4.2	Increasing Student Achievement Through Improved System Practices	To provide students in ACC schools with optimal learning environments and equitable access to evidence-based services and supports, OCDE must ensure that foundational systems are in place to support effective school operations. As the societal, technological, and educational landscape continues to evolve, alternative education programs require ongoing adaptation and innovation to remain responsive and effective. Administrative systems that support school operations require continuous oversight and refinement to maintain the quality and effectiveness of the educational program, helpiig to create the conditions necessary for improved graduation rates and college and career readiness.. Addressing ongoing challenges such as daily staffing needs, equity considerations, and emerging cybersecurity demands is essential to maintaining efficient, equitable, and well-functioning learning environments for students, staff, and families. In response to feedback from ACC classroom staff and administrative teams, OCDE will continue to strengthen practices related to staffing support and training for new employees. Additionally, educational partners, including parents, have expressed a need for increased support to strengthen school-family engagement, including clearer communication regarding program operations.	$190,706.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Enhanced Collaborations to Introduce Expanded Services for Students	In alignment with the vision of the California Community Schools Partnership Program, enhanced collaboration with community partners will expand learning opportunities for ACC students and support the development of the whole child, while strengthening college and career readiness. Community partners provide a diverse range of enrichment opportunities, including advanced learning, community-based experiences, vocational training, internships, mentorship, and wraparound services tailored to the unique needs and interests of alternative education students. These partnerships not only enrich the educational experience but also support personal growth, resilience, and a sense of connection to the community. By strengthening relationships between schools and community partners, OCDE aims to promote shared responsibility for student well-being and success. Through these collaborative efforts, we will continue to foster an inclusive and supportive learning environment that empowers ACC students to succeed academically, socially, and in future career pathways.	$185,000.00	No
4.4	Expanding the Educational Team to Maximize Student Success	Expanding the educational team will support improved academic achievement for ACC students by increasing access to targeted supports and resources that address individual student needs. Additional skilled OCDE staff will provide personalized support, including academic coaching, collaborative problem-solving, and assistance in addressing barriers to learning, contributing to greater equity, student success, improved graduation rates, and college and career readiness. Ongoing support and development for newly hired educators will further strengthen instructional capacity and consistency across programs. Increased availability of permanent educational staff will also allow for more individualized instruction, supporting improved academic outcomes for students facing barriers. These efforts help create supportive learning environments where students feel valued, empowered, and equipped to reach their full potential.	$1,261,940.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	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 2025 California Dashboard state indicators: College and Career Indicator (Low-Income, Students with Disabilities, and Hispanic students), Graduation Rate (English Learners, Long-Term English Learners, Hispanic, Low-Income, and Students with Disabilities) and Chronic Absenteeism (Low-Income). 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.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 5 continues to provide targeted support for youth in care enrolled in ACCESS Juvenile Hall School (AJH) who experience significant barriers to academic success, including multiple school placements, irregular attendance, Adverse Childhood Experiences (ACEs), and interrupted educational histories. Based on the 2025 California Dashboard, the student groups performing at the lowest levels included Low-Income students, Students with Disabilities, and Hispanic students in the College and Career Indicator, as well as English Learners, Long-Term English Learners, Hispanic students, Low-Income students, and Students with Disabilities in Graduation Rate, and Low-Income students for Chronic Absenteeism. Goal 5 remains focused on providing equitable, trauma-informed, and relationship-centered supports designed to improve academic outcomes, increase engagement, and strengthen college and career readiness for students in the AJH setting.

The actions implemented under Goal 5 continued to support student engagement and academic growth during the 2025–26 school year. Improvement was demonstrated in several academic performance areas, particularly in the CAASPP ELA Writing domain, where All students and Low-Income students showed growth compared to the baseline and previous year. College and Career Indicator “prepared” rates also decreased slightly for English Learners and Hispanics, while All Students, Homeless, Low-Income and Students with Disabilities maintained their percentages. In addition, Foster Youth and English Learners demonstrated improvement in chronic absenteeism (all grades), reflecting continued efforts to strengthen engagement and reduce barriers to participation in school.

At the same time, several indicators reflected the ongoing challenges associated with serving incarcerated and adjudicated youth in youth-in-care educational settings. Participation in i-Ready Reading and Math assessments declined for Reading, but showed increases in Math participation, particularly with Low-Income and English Learners. Graduation outcomes decreased for English Learners and Students with Disabilities, however, Hispanic students and Low-Income students saw increases of over 25%. English Learner Progress Indicator (ELPI) results also increased significantly from 4.6% to 33.4%. During the 2025–26 school year, the average length of enrollment for students at AJH was approximately six days, significantly limiting the amount of time available to fully implement interventions and measure long-term academic growth. These outcomes reflect the significant academic, behavioral, and social-emotional needs students often present with upon enrollment, as well as the limited time available for sustained intervention within the AJH setting.

Despite these challenges, AJH continued to implement the planned actions designed to expand access to individualized supports, responsive instruction, technology integration, and coordinated services for youth in care. Ongoing collaboration between OCDE staff, OC Probation, and educational partners remained critical in helping students access academic interventions, behavioral supports, and transition services intended to improve both short-term engagement and long-term outcomes.

Overall, these outcomes demonstrate that the actions implemented under Goal 5 continue to provide important targeted supports for AJH students with the greatest needs. OCDE remains committed to refining intervention systems, strengthening collaborative partnerships, and expanding individualized supports to improve educational outcomes and future opportunities for youth in care.

METRICS KEY:
Student Group Abbreviations: EL= English Learner; LI = Low-Income; HL= Homeless; FY= Foster Youth; SWD= Students with Disabilities, Hisp= Hispanic; LTEL=Long-Term English Learner

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	All: 76% EL: 73% LI: 78% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality	All: 63% EL: 71% LI: 79% FY: tracking this data locally; however, not publicly reporting due to small group size/confidentiality	All: 80% EL: 80% LI: 80% FY: tracking this data locally, however may not publicly report due to small group size/confidentiality	All: Decreased 7.9% pts EL: Decreased 6.5% pts LI: Increased 1.6% pts FY: Data not available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: i-Ready database, 2022-23 Final Diagnostic)	(Source: i-Ready database, 2023-24 Final Diagnostic)	(Source: i-Ready database, 2024-25 Final Diagnostic)	(Source: i-Ready database Final Diagnostic)	(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: 72% EL: 80% LI: 87% FY: tracking this data locally; however, not publicly reporting due to small group size/confidentiality (Source: i-Ready database, 2024-25 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)	All: Maintained EL: Increased 3.9% pts LI: Increased 9.6% pts FY: Data not available (Source: i-Ready database, Final Diagnostic)
5.3	Percentage of AJH Chronically Absent students (All Grades)	All 10.6% EL: 8.2% LI: 10.6% FY: 29.5% (Source: 2023 DataQuest)	All 9% EL: 6% LI: 8% FY: 27% (Source: 2024 DataQuest)	All 11% EL: 8% LI: 11% FY: 24% (Source: 2025 DataQuest)	All: 8% EL: 6% LI: 8% FY: 10% (Source: DataQuest)	All: Increased by .4% pts EL: Decreased by .2% pts LI: Increased by .4% pts FY: Decreased by 5.5% pts (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	All: 14% LI: 15% EL: 7% FY: tracking this data locally, however not publicly reporting	All: 18% LI: 24% EL: 16% FY: tracking this data locally; however, not publicly reporting	All: 25% LI: 20% EL: tracking this data locally, however may not publicly report due to small group size/confidentiality	All: Increased 7.2% pts LI: Increased 12.9% pts EL: Data not available FY: Data not available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: 2023 CAASPP Results/DataQuest)	due to small group size/confidentiality LTEL* :tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: 2024 CAASPP Results/DataQuest)	due to small group size/confidentiality LTEL*: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: 2025 CAASPP Results/DataQuest)	FY: tracking this data locally, however may not publicly report due to small group size/confidentiality LTEL: tracking this data locally, however may not publicly report due to small group size/confidentiality (Source: CAASPP Results/DataQuest)	LTEL: Data not available (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: 59% LI: 57% EL: 53% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality LTEL*: tracking this data locally; however, not publicly reporting due to small group size/confidentiality (Source: 2024 CAASPP	All: 55% LI: 64% EL: 44% FY: tracking this data locally; however, not publicly reporting due to small group size/confidentiality LTEL*: tracking this data locally; however, not publicly reporting due to small group size/confidentiality (Source: 2025 CAASPP	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 LTEL: tracking this data locally, however may not publicly report due to small group size/confidentiality	All: Increased .9% pts LI: Increased 11.2% pts EL: Data not available FY: Data not available LTEL: Data not available (Source: CAASPP Results/DataQuest)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Results/DataQuest)	Results/DataQuest)	(Source: CAASPP Results/DataQuest)	
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% HL: 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)	All: 86% EL: 84% LI: 86% SWD: 79% Hisp: 89% HL: 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 New Baseline/Student Groups (Lowest Performing) LTEL: 84% (Source: AJH CA Dashboard Additional Report/2024)	All: 77% EL: 68% LI: 77% SWD: 80% Hisp: 78% HL: 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 LTEL: 77% (Source: AJH CA Dashboard Additional Report/2025)	All: 55% EL: 87% LI: 55% SWD: 92% Hisp: 58% HL: 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 LTEL: 87% (Source: AJH CA Dashboard Additional Report)	All: Increased 28% pts EL: Decreased 13% pts LI: Increased 28% pts SWD: Decreased 10% pt Hisp: Increased 25.1% pts HL: Data not available FY: Data not available New Baseline/Student Groups (Lowest Performing) LTEL: Decreased 7% pts (Source: AJH CA Dashboard Additional Report)
5.7	Percentage of AJH students making	4.6%	41%	38%	15%	Increased 33.4% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	progress toward English language proficiency or maintaining the highest level attainable (ELPI).	(Source: 2023 CA Dashboard, English Learner Progress Indicator-ELPI)	(Source: 2024 CA Dashboard, English Learner Progress Indicator-ELPI)	(Source: 2025 CA Dashboard, English Learner Progress Indicator-ELPI)	(Source: CA Dashboard, English Learner Progress Indicator-ELPI)	(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% New Baseline/Student Groups (Lowest Performing) LTEL: 0% CCI: APPROACHING PREPARED 0% (Source: 2024 CA Dashboard & Dashboard Additional Reports)	CCI: PREPARED All: 1% EL: 2% Hisp: 1% HL: 0% LI: 1% SWD: 0% LTEL: 3% CCI: APPROACHING PREPARED 0% (Source: 2025 CA Dashboard & Dashboard Additional Reports)	CCI: PREPARED All: 5% EL: 5% Hisp: 5% HL: 5% LI: 5% SWD: 5% LTEL: 5% CCI: APPROACHING PREPARED 5% (Source: CA Dashboard & Dashboard Additional Reports)	CCI: PREPARED All: Maintained at 1% EL: Decreased .9% pts Hisp: Decreased .7% pt HL: Maintained at 0% LI: Maintained at 1% SWD: Maintained at 0% New Baseline/Student Groups (Lowest Performing) LTEL: Increased 3% pts CCI: APPROACHING PREPARED: Maintained at 0% (Source: CA Dashboard &

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Dashboard Additional Reports)

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions in Goal 5 were implemented as planned, and following a review of the actions outlined for OCDE's LCAP Goal 5, no significant differences were identified between the planned actions and their actual implementation. While the implementation of actions to close achievement gaps and improve outcomes for youth in care at OCDE's ACCESS Juvenile Hall School (AJH) faced challenges due to the unique limitations of the youth-in-care setting, there were no substantive differences between the planned actions and what was implemented. Efforts to address the needs of students with a history of multiple school placements, irregular attendance, and Adverse Childhood Experiences (ACE) continued as intended, with a focus on providing equitable learning opportunities despite the constraints. The planned strategies were carried out to the best extent possible within the context of the school environment. Additionally, there were no issues with the credentialing, subject matter presentation, or retention of AJH educators, ensuring that the foundational teaching quality remained consistent.

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

Successes: Culinary instruction has been expanded to include two AJH school sites. The purchase of culinary supplies and food handler exam access codes provides students with industry-standard equipment and materials for hands-on skill development in our culinary program. These resources enable practical training modeled after real-world workplace environments, and equips students with both technical competencies and industry-recognized credentials that lead to career readiness and job placement in high-demand sectors.

Challenges: Strict in-person and online safety guidelines associated with the AJH youth in care facilities limits students' independent access to online culinary certification platforms currently used by students in traditional school settings.

AJH staff will continue collaborating with Probation to identify safe and appropriate ways to expand student access to culinary certification opportunities within the requirements of the youth care setting. Efforts will also focus on increasing supervised access to instructional technology and exploring alternative certification and training models that align with facility safety guidelines while maintaining meaningful career preparation opportunities for students.

Goal 5 - Action 2: Increasing Student Achievement Through Improved System Practices for Youth in Care Settings

Successes: A Memorandum of Understanding (MOU) with the Orange County Probation Department has been updated to include an additional contracted vendor. System practices for obtaining Probation clearances have been developed to streamline the extensive background check process. Purchase of safe and secure culinary equipment ensures ongoing sustainability and operation of the engaging and career-ready program within the allowable parameters of the facility.

Challenges: Strict safety guidelines associated with youth in care facilities cause significant delays in implementing programs and staffing positions at AJA sites.

Ongoing coordination and refinement of Probation's clearance, approval, and program implementation procedures will help maintain safe learning environments while expanding access to student services and career readiness opportunities.

Goal 5 - Action 3: Enhanced Collaborations to Introduce Expanded Services for Students

Successes: AJH continued expanding student enrichment opportunities through collaborative programming and extended learning activities designed to increase student engagement and school connectedness. Funding supported after-school enrichment activities led by AJH teaching staff, providing students with additional opportunities for skill-building, positive peer interaction, and engagement in structured educational experiences beyond the instructional day.

Challenges: Coordinating and sustaining expanded enrichment opportunities within the secure youth care setting continued to present challenges related to scheduling, staffing availability, facility requirements, and the varying lengths of student enrollment at AJH sites. These factors sometimes limited the consistency and continuity of student participation in extended learning activities.

Implementation efforts will continue focusing on developing enrichment opportunities that can be adapted to the unique schedules and operational requirements of the AJH setting. Continued use of school staff and strategic partnerships will support greater continuity of programming and help increase student access to meaningful extended learning experiences despite frequent student transitions and varying lengths of stay.

Goal 5 - Action 4: Expanding the Educational Team to Maximize Student Success

Successes: AJH continued expanding student support services through the addition of educational support staff who worked directly with students to provide academic assistance, classroom support, and increased individualized attention throughout the instructional day. Expanded staffing helped strengthen student engagement and supported greater access to instructional and behavioral supports within the AJH learning environment.

Challenges: The extensive personnel background clearance process required for staff to work in youth-in-care facilities often results in delays during the onboarding process and, in some cases, disqualifies otherwise qualified candidates from being eligible to work in the facility

Collaboration between AJH staff, school administration, and county partners has provided valuable insights into more effective staffing practices, setting the stage for further expansion of staff support and educational opportunities in the future.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no limited zero-funded Actions, and thus no differences between budgeted expenditures and estimated actual expenditures in Goal 5.

Goal 5 - Action 1: Creating Future-Ready Learning Environments in AJH
Actual expenditures were lower than budgeted due to the use of alternative funding sources for planned technology purchases, equipment, and staff training activities during the implementation year. In addition, the unique instructional and technology access limitations within the AJH setting resulted in lower-than-anticipated utilization of certain digital and AI-supported instructional tools, while the LEA continued to support future-ready learning environments aligned to student access and program needs.

Goal 5 - Action 2: Increasing Student Achievement Through Improved System Practices for Youth in Care Settings
Actual expenditures were lower than budgeted due to the use of internal staff expertise to support policy review, handbook updates, and system improvement activities during the implementation year. This approach allowed the LEA to continue strengthening system practices and supports for youth in care settings while leveraging existing organizational capacity and resources.

Goal 5 - Action 3: Enhanced Collaborations to Introduce Expanded Services for Students
Actual expenditures were lower than budgeted due to extended planning and coordination timelines associated with developing partnerships with local community colleges to expand student access to college-level coursework and related services. Implementation was further impacted by the unique operational requirements of the AJH setting and fluctuating student enrollment patterns, which created challenges in establishing sustainable course participation levels required for program offerings. The LEA continued collaborative planning efforts to support future dual enrollment and postsecondary opportunities for students.

Goal 5 - Action 4: Expanding the Educational Team to Maximize Student Success
This action was implemented as planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 5 (Actions 5-1 through 5-4) was developed to address the specific needs of AJH's lowest-performing student groups as identified on the California School Dashboard, including English Learners, Long-Term English Learners (LTELs), students experiencing homelessness, SED/Low Income students, students with disabilities, and Hispanic students. The goal focuses on improving academic achievement, engagement, graduation outcomes, and college and career readiness for incarcerated and adjudicated youth through targeted supports and expanded services.

Implementation of Goal 5 actions during the 2025–26 school year produced mixed but meaningful results across several key indicators. While some metrics declined compared to the previous year, many student groups demonstrated improvement when compared to previous data, reflecting the continued complexity and instability associated with the ACCESS Juvenile Hall (AJH) population. The high student

turnover rate, interrupted educational histories, irregular attendance patterns, and significant social-emotional needs of students continue to impact consistency in outcomes from year to year.

Action 1, Creating Future-Ready Learning Environments in AJH, supported continued implementation of i-Ready Reading and Math assessments to identify student learning gaps and provide individualized intervention opportunities. Although participation rates in i-Ready assessments declined overall in Year 2, low-income students maintained or slightly increased participation rates in both Reading and Math assessments, demonstrating continued access to academic diagnostic tools for one of the school's targeted student groups (Metrics 5.1 and 5.2).

Action 2, Increasing Student Achievement Through Improved System Practices for Youth in Care Settings, contributed to continued academic growth in several important areas. CAASPP ELA Writing performance increased for all students, SED/Low Income students, and English Learners compared to both baseline and Year 1 outcomes, indicating improvement in students' written communication skills (Metric 5.4). SED/Low Income students also demonstrated gains in the CAASPP Research/Inquiry domain (Metric 5.5). In addition, the College and Career Indicator (CCI) showed modest improvement among Long-Term English Learners while Homeless, Low-Income and Students with Disabilities maintained, and English Learners and Hispanics decreased slightly, reflecting incremental progress toward post-secondary readiness (Metric 5.8) .

Although some indicators, including chronic absenteeism and graduation rates, declined from the exceptionally strong Year 1 outcomes, several student groups continued to perform above the original baseline levels (Metrics 5.3 and 5.6). Low-Income students maintained a graduation rate above baseline (Metric 5.6), while Foster Youth and English Learners demonstrated improvement in chronic absenteeism rates compared to baseline data (Metric 5.3). The English Learner Progress Indicator (ELPI) also remained substantially higher than the original baseline despite a slight decrease from Year 1 (Metric 5.7), suggesting that targeted language development supports continue to positively impact English Learners overall.

Action 3, Enhanced Collaborations to Introduce Expanded Services for Students, and Action 4, Expanding the Educational Team to Maximize Student Success, remained critical in addressing the significant academic, behavioral, and social-emotional needs of AJH students. Through continued collaboration with educational partners and expanded support systems, students received increased access to interventions, counseling services, individualized academic support, and family engagement efforts. These actions continue to provide the foundational systems necessary to support student stabilization and engagement in a highly transitional educational setting.

Overall, the data demonstrates that Goal 5 actions continue to provide important supports for AJH's most vulnerable student populations. While implementation within a juvenile hall setting presents unique challenges that can contribute to fluctuations in annual outcome data, the improvements observed across several academic and college/career readiness indicators demonstrate that the strategies are positively impacting students and should be continued and refined to further strengthen outcomes in future years.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reflection on prior practice indicated that the actions and metrics associated with Goal 5 remain appropriate and aligned to identified needs. No major revisions were made for the coming year; however, implementation monitoring and coordination across sites will continue to ensure consistency and responsiveness to student outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	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 to support successful reintegration and long-term success. OCDE recognizes that education plays a critical role in reducing recidivism by equipping students with the skills and knowledge needed to pursue positive pathways. To the extent possible within a secure setting, OCDE will provide enhanced, modern learning environments that expand access to current technology, Artificial Intelligence (AI), experiential learning opportunities, and career-focused education aligned with the demands of the modern workforce, strengthening college and career readiness. These efforts will also support the development of essential research and writing skills. These opportunities are designed to strengthen critical thinking, problem-solving, and digital literacy skills needed to navigate an increasingly complex world. Expanding equitable access to these experiences for youth in care supports personal growth, self-esteem, and a sense of purpose, contributing to increased engagement and more positive long-term outcomes.	$137,046.00	No
5.2	Increasing Student Achievement Through Improved System Practices for	To ensure that AJH students receive a high-quality education, regardless of length of enrollment, OCDE will continue to prioritize learning environments that are responsive to their unique needs, including the implementation of expanded, evidence-based services and supports that are equitable and accessible to the greatest extent possible, supporting	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Youth in Care Settings	improved student attendance and engagement, progress toward graduation, and college and career readiness. The unique conditions of schools serving youth in care require flexible and innovative approaches that can adapt to frequently changing environments. Administrative systems that support school operations will continue to be reviewed and updated to maintain program effectiveness, particularly in areas such as staffing, equity, diversity, and cybersecurity. OCDE will also strengthen school-family engagement by providing additional supports to parents and guardians, including clearer communication about school operations and expanded use of digital communication tools to support student success.		
5.3	Enhanced Collaborations to Introduce Expanded Services for Students	Enhanced collaboration with community partners plays an important role in improving educational outcomes for youth in care by expanding access to resources, support networks, and opportunities beyond the facility setting. These partnerships leverage the expertise and resources of community organizations, institutions of higher education, and local businesses to support comprehensive programs tailored to the unique needs of students enrolled in AJH. By incorporating diverse perspectives and supports, OCDE will continue to enrich the educational experience for these students. Expanded collaboration with local colleges and vocational programs, along with staff-supported enrichment opportunities offered beyond the instructional day, will broaden available pathways aligned to student interests and goals, supporting increased engagement and motivation. Through strengthened community partnerships, OCDE will further support successful reintegration for youth in care by connecting students with employers, housing providers, and social service agencies. These connections provide access to job training, mentorship, and additional supports that help students transition back into their communities, pursue continued education or employment, and remain engaged in their long-term goals.	$279,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	Expanding the Educational Team to Maximize Student Success	The addition of staff to AJH school teams will support improved educational outcomes for youth in care by increasing individualized support, expanding learning opportunities, strengthening classroom environments, enhancing program development, and supporting delivery of comprehensive services. Addressing staffing needs remains essential to maintaining a stable and effective learning environment. OCDE will continue to implement improved practices informed by feedback from AJH classroom staff, school administrators, and county partners to better understand and address these needs, including strengthening support and development for newly hired educators. With increased staffing, students will have greater access to personalized guidance and academic support, helping to create a positive learning environment that supports progress toward graduation and college and career readiness. Additional staff will also allow for expanded educational programs and co-curricular opportunities aligned to student interests, while increased collaboration among school and facility staff will support the development of engaging instructional approaches and enhanced learning experiences.	$118,506.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$8,872,617	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
13.666%	0.000%	$0.00	13.666%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Family Engagement to Close Equity Gaps **Need:** Families of unduplicated student groups (English Learners, Foster Youth, and students who are SED/Low Income), inclusive of a family who may have a student with a disability, continue to report barriers to meaningful engagement with their children's	OCDE will continue to provide unduplicated students and their families with supports intended to reduce barriers to participation in school activities and strengthen family-school partnerships for unduplicated pupils. These supports include transportation assistance, multilingual family engagement activities, parenting workshops, and parent information sessions scheduled at varied times to improve accessibility for families experiencing work,	1.2, 1.3, 1.4, 1.5, 1.6, 1.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	schools. These barriers include scheduling conflicts, transportation and childcare challenges, language and communication barriers, and limited opportunities to build strong relationships with teachers and school staff. As a result, families may experience a sense of disconnectedness from the school community, which can limit their ability to actively participate in and support their children's educational progress and overall school success. **Scope:** Schoolwide	childcare, or transportation constraints. Childcare and translation support will also be provided, when feasible, to increase participation and access for families of English Learners, Foster Youth, and students who are SED/Low Income. In addition, funding will support staff participation in family engagement activities that occur outside of the regular workday in order to expand opportunities for meaningful family-school connections and communication. By increasing access to information, strengthening relationships between families and schools, and supporting family advocacy for student needs, this action is intended to improve student attendance, engagement, and academic outcomes for unduplicated students. This action is being provided on an schoolwide basis to support unduplicated students across OCDE alternative education programs.	
1.3	**Action:** Extended Learning Opportunities to Close Equity Gaps **Need:** Students who are English Learners, Foster Youth, and students who are SED/Low Income often experience reduced access to enrichment and extended learning opportunities that occur beyond the instructional day or outside of the school setting due to financial barriers, transportation limitations, family obligations, and limited community access to extracurricular experiences. These barriers can restrict	OCDE schools will provide students with expanded and experiential learning opportunities, such as performing arts camps, field trips, additional coursework, enrichment activities, and hands-on workshops designed to increase student engagement and access to learning experiences beyond the traditional instructional day. These opportunities are intended to reduce barriers to participation for English Learners, Foster Youth, and students who are SED/Low Income by providing equitable access to enrichment experiences that may otherwise be unavailable to them outside of school.	1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 2.2, 2.3, 2.4, 2.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	opportunities for academic enrichment, career exploration, leadership development, and positive peer engagement, which may negatively impact student connectedness, personal growth, and overall educational outcomes. **Scope:** Schoolwide	Extended learning opportunities are designed to strengthen school connectedness, support positive peer relationships, develop interpersonal and leadership skills, and increase student engagement in school. Through analysis of attendance, participation, and student outcome data, the LEA anticipates improvements in school attendance, student engagement, academic achievement, and graduation outcomes, as well as reductions in behavioral incidents and suspensions, particularly for unduplicated student groups. This action is being provided on an schoolwide basis to support unduplicated students across OCDE alternative education programs.	
1.7	**Action:** School-Based Mental Health Services **Need:** Students who are identified as Foster Youth and students who are socioeconomically disadvantaged (SED/Low Income), including students who are experiencing homelessness, often experience higher levels of anxiety, depression, trauma, and social-emotional stress related to instability, disrupted living situations, and adverse experiences outside of school. These challenges can negatively impact school attendance, engagement, behavior, and academic performance. In many cases, families face financial, transportation, or access barriers that limit their ability to obtain private or community-based mental health services.	To support students experiencing these social-emotional and mental health challenges, OCDE will continue implementing a multi-tiered system of support that includes restorative practices, counseling services, crisis intervention, behavioral supports, and other school-based mental health services designed to meet students' individual needs. These services are intended to provide students with accessible, timely support within the school environment, reducing barriers to receiving care and increasing students' connection to school and trusted adults. Staff observations and participation data indicate that students who engage in counseling and mental health supports often demonstrate improved attendance, increased engagement, and greater emotional regulation. By addressing the impacts of trauma, instability, anxiety, and depression, these supports are intended to strengthen student resiliency, self-confidence, and	1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	As a result, unduplicated student groups disproportionately require accessible school-based mental health supports to address social-emotional and behavioral needs that interfere with learning and school participation. Providing timely, school-based mental health services is critical to supporting student well-being, increasing engagement and attendance, and improving academic outcomes for these student populations. **Scope:** LEA-wide	self-efficacy, contributing to improved attendance and academic outcomes, particularly for students who are SED/Low Income, Foster Youth, or experiencing homelessness. This action is being provided on an LEA-wide basis to support unduplicated students across OCDE alternative education programs.	
1.8	**Action:** Specialized Support Services for Successful Transitions **Need:** Students who are Foster Youth, students who are SED/Low Income, and English Learners often experience significant barriers to educational continuity and academic progress due to frequent school transitions, housing instability, interrupted formal education, and limited familiarity with secondary and post-secondary systems. These challenges can result in credit deficiencies, inconsistent attendance, reduced engagement, and difficulty accessing academic, career, and transition planning supports necessary for graduation and postsecondary success. Additionally, students in these unduplicated groups may require increased individualized	To address the educational and transition barriers experienced by Foster Youth, students who are SED/Low Income, and English Learners, OCDE schools will provide specialized support staff to assist with individualized transition planning and academic monitoring. Services will include transcript audits, graduation requirement reviews, development of individualized education and transition plans, coordination with partner agencies and families, and preparation of updates related to juvenile court proceedings when applicable. These supports are intended to improve educational continuity and ensure students remain on track toward graduation despite frequent school or housing transitions. Targeted transition services will help students and families better navigate secondary and post-secondary educational systems, access appropriate academic supports, and connect with college, career, and community resources. By	1.6, 1.7, 1.8, 1.9, 1.10, 1.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	guidance and coordination of services to successfully navigate school enrollment, credit recovery, graduation requirements, college and career pathways, and connections to community resources. Addressing these transition-related barriers is critical to improving educational outcomes and increasing graduation readiness for these student populations. **Scope:** LEA-wide	providing individualized guidance and coordinated support, the LEA intends to improve attendance, reduce dropout rates, improve credit attainment and graduation outcomes, and increase students' readiness for successful transitions into the community, post-secondary education, and the workforce. This action is being provided on an LEA-wide basis to support unduplicated students across OCDE alternative education programs.	
2.1	**Action:** Individualized Academic Support to Close Equity Gaps **Need:** Students who are English Learners, students who are SED/Low Income, and Foster Youth often experience multiple barriers that place them at increased risk of academic underperformance and disengagement from school. Challenges such as limited English proficiency, interrupted or inconsistent schooling, limited access to academic supports outside of school, housing instability, and frequent school transitions can negatively impact students' ability to fully access instruction and make consistent academic progress. Additionally, many unduplicated pupils enrolled in OCDE alternative education programs enter with significant academic and	To address the academic needs of unduplicated student groups, including English Learners, Foster Youth, and students who are SED/Low Income, OCDE will provide individualized academic support services, tutoring, intervention opportunities, and expanded learning experiences designed to increase access to the core curriculum and support academic achievement. These services are intended to provide targeted assistance for students who may be experiencing learning gaps, credit deficiencies, interrupted schooling, or barriers to academic engagement, and who may not otherwise have access to supplemental academic support outside of school due to financial or other access limitations. In addition, students will have opportunities to participate in experiential and extended learning activities that broaden learning experiences beyond the traditional classroom setting, increase student engagement, and expose students to new areas of academic and personal growth. Through	1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	personal challenges, including chronic absenteeism, credit deficiencies, behavioral concerns, and substance use-related issues. These factors can contribute to gaps in learning, reduced engagement, and difficulties remaining on track for graduation. For many families, access to supplemental individualized academic assistance outside of school is financially unattainable, creating an additional barrier to receiving the targeted support necessary for academic success. Addressing these complex and individualized needs is essential to ensuring equitable access to instruction, increasing student engagement, and improving academic outcomes for unduplicated student groups. **Scope:** Schoolwide	individualized support and expanded learning opportunities, the LEA intends to improve academic performance, attendance, student engagement, and student ownership of educational progress for unduplicated pupils. This action is principally directed toward unduplicated student groups and is implemented on a schoolwide basis across all ACCESS education sites in support of LCAP goals related to academic achievement, student engagement, and equitable access to instructional services.	
2.2	**Action:** College/Career Exploration Opportunities Principally Benefiting Students who are Low-Income/SED **Need:** Students who are SED/Low Income often face systemic barriers that limit access to college and career readiness opportunities and postsecondary planning resources. These barriers may include limited exposure to college and career pathways, reduced access to enrichment opportunities and college preparatory experiences, financial constraints that restrict participation in career exploration	To support students in successfully transitioning to postsecondary education and the workforce, OCDE will provide extended learning opportunities focused on college and career readiness for students who are SED/Low Income. These opportunities include access to career exploration activities, college and career planning workshops, job readiness training, and individualized support related to resume development, interview preparation, and professional skills. Students will also receive assistance accessing financial resources and support for college entrance and testing-related fees in order to reduce financial barriers that may limit participation in postsecondary opportunities.	1.6, 1.7, 1,9, 1.11, 2.7, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	activities, and limited familiarity with postsecondary systems and processes. As a result, many students may lack the information, experiences, and support necessary to make informed decisions regarding college, career, and workforce opportunities after graduation. Without targeted supports and increased access to college and career exploration opportunities, students who are SED/Low Income are at greater risk of graduating without a clear postsecondary plan or the preparation needed to successfully transition into higher education, career training, or the workforce. Expanding equitable access to structured college and career readiness experiences is critical to closing opportunity gaps and increasing postsecondary readiness and long-term student success. **Scope:** Schoolwide	These services are intended to increase students' awareness of college and career pathways, strengthen future goal setting, and improve readiness for postsecondary education, career training, and employment. By expanding access to college and career preparation experiences that students may not otherwise be able to access outside of school, the LEA intends to improve student engagement, attendance, academic achievement, and postsecondary readiness for students who are SED/Low Income. This action is implemented on a schoolwide basis across OCDE ACCESS education sites and is principally directed toward students who are SED/Low Income in support of LCAP goals related to student engagement, academic achievement, and college and career readiness.	
2.9	**Action:** Advanced Technical Education to Close Equity Gaps **Need:** Students who are SED/Low Income in OCDE alternative education programs often face barriers to accessing advanced career technical education and industry-sector opportunities due to interrupted educational experiences, housing instability, multiple life	OCDE will provide industry-aligned advanced technical education opportunities designed to increase equitable access to hands-on career training, industry-based learning experiences, and high-demand career pathways for students who are SED/Low Income. These opportunities will provide students with access to modern equipment, specialized instructional programs, technical skill development, industry certifications, and career-connected learning experiences that	1.6, 1.9, 2.7, 2.10, 2.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	transitions, and other socioeconomic challenges that impact school engagement and long-term educational planning. These experiences can contribute to reduced confidence, limited exposure to high-demand career pathways, and uncertainty regarding postsecondary and workforce opportunities. Students experiencing economic hardship, including students experiencing homelessness, may also have limited access to career exploration experiences, industry-based learning opportunities, and information about the skills, certifications, and educational pathways necessary for successful transitions into college and careers. In many cases, hands-on vocational training programs, industry certification opportunities, and specialized technical education experiences would be financially unattainable for students and families to access privately outside of school. As a result, students who are SED/Low Income are often underrepresented in advanced industry sectors and career pathways. Expanding equitable access to advanced technical education opportunities is essential to increasing student engagement, improving college and career readiness, and supporting greater diversity and inclusion within high-demand workforce sectors. **Scope:**	students may not otherwise be able to access outside of school due to financial barriers. Participation in advanced technical education programs is intended to increase student engagement, improve school attendance, strengthen academic achievement, and expand students' awareness of postsecondary and workforce opportunities. Through mentorship, career counseling, networking opportunities, and exposure to industry-sector pathways, students will develop marketable technical skills and gain knowledge necessary for successful transitions into college, career training, apprenticeships, and employment. These opportunities are also intended to address the underrepresentation of students from historically marginalized and economically disadvantaged backgrounds in advanced technical and high-demand industry sectors by increasing access, exposure, and preparation for participation in these career fields. Expanding participation in industry-sector pathways helps promote greater diversity and inclusion within the workforce while ensuring students from all backgrounds have equitable opportunities to pursue high-wage, high-skill careers. By increasing access to advanced career technical education and reducing opportunity gaps for unduplicated student groups, the LEA intends to support long-term economic stability, career readiness, and postsecondary success for students who are SED/Low Income. This action is	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	being implemented on a schoolwide basis across OCDE alternative education programs and principally benefits unduplicated students.	
3.6	**Action:** Staff Professional Development to Principally Benefit Students who are English Learners, Low Income/SED, or Foster Youth **Need:** Students who are English Learners, students who are SED/Low Income, and Foster Youth often experience unique and compounding barriers that impact academic achievement, school engagement, and educational stability. These barriers may include language acquisition needs, limited access to educational resources and supports outside of school, interrupted learning, trauma, and frequent school or housing transitions that can negatively affect academic progress and school connectedness. Families of these unduplicated student groups may also require additional support, communication, and guidance from school staff in order to effectively navigate educational systems and advocate for their children's academic success. To effectively support the diverse needs of these unduplicated student groups and their families, educators and school staff require ongoing professional learning focused on evidence-based instructional practices, culturally responsive strategies, trauma-informed approaches, family engagement	OCDE will provide professional development and training opportunities designed to strengthen staff capacity to effectively support students who are English Learners, students who are SED/Low Income, and Foster Youth. Professional learning opportunities will equip educators and support staff with evidence-based instructional strategies, culturally responsive practices, trauma-informed approaches, and engagement techniques intended to address the academic, behavioral, social-emotional, and language development needs of unduplicated student groups and their families. Targeted professional development will help staff better understand the unique challenges and barriers experienced by unduplicated pupils, enabling schools to create more inclusive, supportive, and equitable learning environments. Training will also support staff in strengthening communication and partnerships with families by increasing awareness of effective family engagement practices and strategies for supporting families in navigating educational systems and available resources. Although these professional development opportunities benefit all students, they are principally directed toward improving outcomes for English Learners, students who are SED/Low Income, and Foster Youth by building staff capacity to reduce achievement gaps, increase student engagement, improve access to	1.1, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	practices, and interventions designed to improve access, engagement, and academic success. Continuous professional development is essential to strengthening staff capacity to create inclusive, supportive, and equitable learning environments that address the academic, social-emotional, behavioral, and family engagement needs of unduplicated pupils. **Scope:** Schoolwide	instruction and support services, and ensure compliance with educational and legal requirements related to unduplicated student groups. Through improved instructional practices and student supports, the LEA anticipates positive impacts on attendance, engagement, academic achievement, and overall educational outcomes for unduplicated pupils.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** Extended Learning Opportunities for ACCESS Students who are English Learners and their Families **Need:** English Learners (ELs), including Long-Term English Learners (LTELs), enrolled in ACCESS programs and their families often experience barriers to meaningful participation in school activities due to language differences and unfamiliarity with school systems and	OCDE will provide English Learners (ELs), including Long-Term English Learners (LTELs), and their families with extended learning opportunities and language-accessible engagement activities designed to address barriers related to communication, school participation, and understanding of the educational system. These supports include bilingual parent workshops, EL parent conferences, and culturally responsive activities that provide families with information about educational expectations,	1.3,1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	educational processes. These barriers can reduce family engagement, limit access to academic and support resources, and hinder students' ability to fully participate in educational opportunities and school connectedness. **Scope:** Limited to Unduplicated Student Group(s)	student advocacy, and available school and community resources. These targeted opportunities are intended to strengthen family engagement, increase student participation and connectedness to school, and improve families' ability to support student learning and educational progress. By increasing access to language-accessible supports and fostering stronger school-family partnerships, the LEA anticipates improved engagement and academic outcomes for English Learners. This action is being provided on a limited basis to support English Learners and Long-Term English Learners in OCDE ACCESS school settings.	
1.6	**Action:** Essential Items for Students who are SED/Low Income (Including Homeless) **Need:** Enrollment data for the 2025–26 school year continues to indicate that a significant percentage of students are identified as socioeconomically disadvantaged (SED/Low Income), including students experiencing homelessness. These conditions create substantial barriers to consistent school participation, engagement, and academic success. Feedback from school staff and site-level observations indicate that many students lack access to essential school supplies and basic educational materials necessary for participation in classwork and homework completion, while transportation instability	To address the identified barriers to student engagement and academic success, OCDE school programs will utilize site-based funding and community partnership donations to provide essential items and supports to students who are SED/Low Income, including students experiencing homelessness. Supports may include food, clothing, shoes, school supplies, hygiene items, and transportation assistance such as bus passes to help reduce barriers to consistent school attendance and participation. By addressing students' basic needs, the LEA intends to increase regular school attendance, improve student engagement in classroom learning and school activities, and support improved academic outcomes in reading and mathematics. Providing these essential resources helps reduce the impact of economic hardship and instability that disproportionately affect SED/Low	1.6, 1.7, 1.9, 1.10, 1.11

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	continues to impact students' ability to attend school consistently and on time. Students experiencing homelessness and students who are SED/Low Income are disproportionately impacted by economic hardship and instability, which can contribute to chronic absenteeism, reduced participation in school activities, and interruptions in learning. Addressing these basic access needs is critical to improving student engagement, attendance, and educational outcomes for unduplicated pupils and remains a priority focus within this LCAP. **Scope:** Limited to Unduplicated Student Group(s)	Income students and students experiencing homelessness. This action supports the LCAP goals related to student engagement and academic achievement and will be implemented on a limited basis for identified SED/Low Income students across OCDE alternative education programs.	
2.3	**Action:** College/Career Exploration Opportunities for OCDE Students who are Foster Youth **Need:** Students who are Foster Youth often experience frequent changes in home placements and school settings that can disrupt educational continuity and limit consistent access to college and career readiness opportunities. These disruptions may impact academic progress, school connectedness, and students' ability to participate in long-term educational and career planning. Foster Youth may also face barriers related to transportation, changing school environments, and interrupted access to	To support the unique college and career readiness needs of students who are Foster Youth, OCDE will provide targeted extended learning opportunities for Foster Youth enrolled in ACCESS and Connections programs, as well as opportunities for engagement with foster families and student support teams. These activities are designed to increase awareness of postsecondary education, career pathways, and community resources available to Foster Youth while helping students build the knowledge and skills necessary to make informed decisions about their future goals. Extended learning opportunities and individualized guidance will support increased student engagement, exposure to college and career	1.6, 1.7, 1,9, 1.11, 2.2, 2.3, 2.7, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	enrichment and postsecondary planning experiences. As a result, many Foster Youth have limited exposure to college, career, and workforce pathways and may require additional guidance and support to successfully navigate postsecondary options and planning processes. Providing targeted, stable, and proactive college and career exploration supports is essential to increasing postsecondary readiness and ensuring Foster Youth have equitable access to the resources, experiences, and opportunities necessary for successful transitions beyond high school. **Scope:** Limited to Unduplicated Student Group(s)	options, and participation in postsecondary planning experiences that students may otherwise have limited access to due to educational disruptions and transitions. By strengthening school connectedness and future planning, the LEA anticipates improvements in attendance, academic achievement, graduation readiness, and long-term college and career outcomes for Foster Youth. This action is being implemented on a limited basis specifically directed toward Foster Youth in OCDE school programs.	
2.5	**Action:** Academic Support for Students who are English Learners **Need:** Students who are English Learners (ELs), including Long-Term English Learners (LTELs), often enroll in OCDE school programs with diverse academic and language development needs that impact their ability to fully access instruction and make consistent progress toward graduation. Language barriers, interrupted or inconsistent schooling, and credit deficiencies can limit students' participation in classroom learning, reduce	To address the academic and language development needs of students who are English Learners, OCDE will provide targeted instructional supports across all alternative education programs. These supports include access to English language development programs, tutoring, supplemental instructional materials, EL-focused curriculum resources, educational technology, literacy supports, and high-interest reading materials designed to increase access to grade-level curriculum and strengthen language acquisition and academic achievement. Specialized instructional staff will collaborate with classroom teachers to support the effective implementation of integrated and designated	1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	academic confidence, and contribute to gaps in achievement. These challenges may also affect students' sense of belonging, school connectedness, and engagement in the educational environment. English Learners frequently require additional targeted academic and language supports to develop English proficiency, access grade-level curriculum, and successfully meet graduation requirements. Providing differentiated academic support and language development opportunities is essential to improving educational outcomes and ensuring equitable access to instruction for English Learners. **Scope:** Limited to Unduplicated Student Group(s)	English Language Development (ELD) strategies and standards. Professional learning opportunities will also be provided to strengthen staff capacity to support English Learners in developing academic English proficiency and succeeding across content areas. By providing differentiated academic and language supports, the LEA intends to improve student engagement, attendance, academic performance, English language proficiency, and progress toward reclassification for English Learners. Increased academic confidence and access to instruction are also expected to contribute to improved school connectedness and narrowing achievement gaps for EL students. This action is being implemented on a limited basis specifically directed toward English Learners across OCDE alternative education programs.	
2.6	**Action:** Academic Instruction and Enrichment for Students who are Adjudicated **Need:** Low-income students who are currently incarcerated, on Probation, or involved in the juvenile justice system often enter OCDE school programs with significant academic and social-emotional needs that impact their ability to successfully engage in school. Many of these students have experienced barriers due to their low-income status and their interrupted education, chronic absenteeism, credit deficiencies, and histories of truancy or	To address the significant academic and social-emotional barriers experienced by low-income, adjudicated youth, OCDE will provide high-quality instruction, individualized academic support, intervention services, and enrichment opportunities within the ACCESS Juvenile Hall school program. These services are designed to increase access to the curriculum, improve academic achievement, support credit attainment, and help students develop the academic, behavioral, and interpersonal skills necessary for successful transitions back into their communities, educational settings, and future career pathways.	1.6, 1.8, 1.9, 2.2, 2.3, 2.4, 2.5

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	substance use that have contributed to gaps in learning and limited progress toward graduation. Students may also face behavioral, interpersonal, and emotional challenges that affect school connectedness, classroom participation, and academic performance. In addition, many adjudicated youth experience instability and barriers associated with socioeconomic disadvantage and limited prior access to consistent academic supports and enrichment opportunities. These factors can substantially disrupt educational progress and reduce opportunities for positive academic engagement. Providing structured academic instruction, intervention, and enrichment opportunities is essential to increasing engagement, supporting credit attainment, and improving educational outcomes for students involved in the juvenile justice system. **Scope:** Limited to Unduplicated Student Group(s)	Individualized supports and structured learning opportunities are intended to increase student engagement, improve school participation, strengthen interpersonal relationships, and promote positive behavioral growth. As students experience academic progress and increased school connectedness, the LEA anticipates improvements in attendance, behavior, goal-setting, and long-term educational outcomes that support pro-social development and successful reintegration. This action is principally directed toward meeting the needs of low-income, adjudicated students within the ACCESS Juvenile Hall (AJH) setting. This action is implemented on a schoolwide basis at AJH, where all students are identified as SED/Low Income and many students experience additional barriers related to involvement with the juvenile justice system.	
2.8	**Action:** Targeted Services to Support the Academic Development of Long-Term English Learners (LTELs) **Need:** Long-Term English Learners (LTELs), defined as students who have been enrolled in U.S. schools for six years or more without being reclassified as fluent English proficient, often	OCDE schools will provide targeted instructional services specifically designed to support Long-Term English Learners (LTELs) through enhanced English Language Development (ELD) instruction focused on strengthening reading, writing, listening, and speaking skills. These services are intended to address persistent language and literacy gaps that interfere with students' ability to fully access grade-level curriculum and successfully engage across content areas.	1.6, 1.7, 2.1, 2.2, 2.3, 2.6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	experience persistent challenges in developing the academic language and literacy skills necessary to fully access grade-level curriculum and instructional materials. Difficulties with reading comprehension, academic vocabulary, and written expression can limit students' ability to engage successfully across content areas and make consistent academic progress. These ongoing language and literacy barriers may also impact students' confidence, motivation, and sense of academic belonging, contributing to lower levels of engagement and achievement over time. Because LTELs often require more intensive and differentiated instructional supports than newly identified English Learners, targeted interventions and specialized language development services are essential to improving English proficiency, increasing academic success, and supporting progress toward reclassification. **Scope:** Limited to Unduplicated Student Group(s)	Targeted ELD supports and differentiated instruction will help LTELs build academic language proficiency, increase literacy skills, and improve confidence in classroom participation and learning. As students experience greater academic success and language growth, the LEA anticipates improvements in student engagement, academic achievement, school connectedness, and progress toward reclassification, as well as increased college and career readiness. This action is being implemented on a limited basis specifically directed toward Long-Term English Learners across all OCDE alternative education programs.	
3.5	**Action:** Coordination of Services for Students who are Foster Youth Within OCDE Schools **Need:** Students who are Foster Youth often experience frequent changes in home placements and school settings that disrupt educational continuity, academic progress,	OCDE will implement a coordinated system of services specifically designed to address the unique educational, social-emotional, and transitional needs of students who are Foster Youth. Through individualized support, collaboration with educational partners and child welfare agencies, and ongoing monitoring of student progress, the LEA will work to ensure	1.6, 1.7, 1.8, 1.9, 2.7

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	social development, and emotional well-being. Multiple school transitions can result in interrupted instruction, gaps in services, credit deficiencies, inconsistent school engagement, and challenges in building stable relationships with peers and school staff. These disruptions may also create barriers to timely access to academic, behavioral, and support services, making it more difficult for Foster Youth to remain connected to school and successfully progress toward graduation. Consistent coordination of educational services and individualized support is essential to improving stability, increasing engagement, and promoting positive academic and social-emotional outcomes for Foster Youth. **Scope:** Limited to Unduplicated Student Group(s)	continuity of educational services despite changes in living situations or school placements. Coordinated support services are intended to reduce disruptions in learning, address barriers related to trauma and instability, improve access to academic and behavioral supports, and ensure students receive timely and appropriate services aligned with their individual needs. Increased coordination among schools, families, caregivers, and community partners will help strengthen educational stability, improve school engagement, and support positive academic and social-emotional outcomes for Foster Youth. This action is being implemented on a limited basis specifically directed toward Foster Youth across all OCDE alternative education programs.	

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

The 2024-25 OCDE LCAP does not employ the use of "Planned Percentages of Improved Services" for Contributing actions; therefore, this section is not applicable to the current document.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The concentration grant add-on was added to Education Code 42238.02 and only applies to school districts, not county offices of education; therefore, this section is not applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$64,922,677	8,872,617	13.666%	0.000%	13.666%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$47,187,701.00	$14,884,295.00	$26,403,705.00	$2,901,575.00	$91,377,276.00	$79,280,859.00	$12,096,417.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Increased Communication for All Educational Partners	All	No			All Schools	3 years	$399,634.00	$139,500.00	$390,240.00	$148,894.00			$539,134.00	
1	1.2	Family Engagement to Close Equity Gaps	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: ACCESS schoolsACCESS schools	3 years	$782,014.00	$100,788.00	$443,307.00	$439,495.00			$882,802.00	
1	1.3	Extended Learning Opportunities to Close Equity Gaps	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: ACCESS schoolsACCESS schools	3 years	$2,331,381.00	$257,900.00	$2,532,454.00	$47,400.00	$9,427.00		$2,589,281.00	
1	1.4	Extended Learning Opportunities for ACCESS Students who are English Learners and their Families	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: ACCESS	3 years	$2,247.00	$322,326.00	$324,573.00				$324,573.00	
1	1.5	Healthy and Positive School Environments	All	No			All Schools	3 years	$1,940,142.00	$548,485.00	$1,211,959.00	$1,240,763.00	$35,905.00		$2,488,627.00	
1	1.6	Essential Items for Students who are SED/Low Income (Including Homeless)	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	3 years	$478,620.00	$863,626.00	$927,009.00	$55,448.00		$359,789.00	$1,342,246.00	
1	1.7	School-Based Mental Health Services	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 years	$982,170.00	$187,601.00	$457,687.00	$641,544.00		$70,540.00	$1,169,771.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Specialized Support Services for Successful Transitions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$2,153,200.00	$70,461.00	$250,485.00	$1,831,195.00	$96,060.00	$45,921.00	$2,223,661.00	
1	1.9	Mental Health Services for Students with Disabilities	Students with Disabilities	No			All Schools	3 years	$2,916,711.00	$75,000.00	$353,958.00	$693,709.00	$1,944,044.00		$2,991,711.00	
2	2.1	Individualized Academic Support to Close Equity Gaps	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: ACCESS schoolsACCESS schools	3 years	$1,318,016.00	$10,680.00	$1,235,126.00			$93,570.00	$1,328,696.00	
2	2.2	College/Career Exploration Opportunities Principally Benefiting Students who are Low-Income/SED	Low Income	Yes	School wide	Low Income	Specific Schools: ACCESS schools	3 years	$119,911.00	$346,955.00	$345,155.00	$121,711.00			$466,866.00	
2	2.3	College/Career Exploration Opportunities for OCDE Students who are Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	3 years	$126,950.00	$7,000.00	$124,766.00			$9,184.00	$133,950.00	
2	2.4	Individualized Academic Support for Students who are Foster Youth in Group Homes/Short-Term Residential Therapeutic Programs (STRTP)	Foster Youth in residential care in Orange County	No			All Schools	3 years	$582,421.00	$3,481.00	$2,281.00	$175,122.00		$408,499.00	$585,902.00	
2	2.5	Academic Support for Students who are English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	$1,181,507.00	$13,416.00	$798,640.00			$396,283.00	$1,194,923.00	
2	2.6	Academic Instruction and Enrichment for Students who are Adjudicated	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: ACCESS Juvenile Hall School (AJH)	3 years	$1,509,113.00	$2,518.00	$298,797.00			$1,212,834.00	$1,511,631.00	
2	2.7	Career Technical Education Opportunities for All Students,	All Students with Disabilities	No			All Schools	3 years	$163,571.00	$506,500.00	$476,500.00	$193,571.00			$670,071.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Including Students with Disabilities														
2	**2.8**	Targeted Services to Support the Academic Development of Long-Term English Learners (LTELs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	$0.00	$25,000.00	$25,000.00				$25,000.00	
2	**2.9**	Advanced Technical Education to Close Equity Gaps	Low Income	Yes	School wide	Low Income	Specific Schools: ACCESS schoolsACCESS schools	3 years	$0.00	$2,214,381.00	$650,615.00	$1,563,766.00			$2,214,381.00	
3	**3.1**	Facilities Maintenance	All	No			All Schools	3 years	$1,012,947.00	$3,013,824.00	$1,038,497.00	$2,988,274.00			$4,026,771.00	
3	**3.2**	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	No			All Schools	3 years	$57,786,159.00	$1,959,184.00	$34,711,775.00	$812,127.00	$24,221,441.00		$59,745,343.00	
3	**3.3**	Coordination of Services for Expelled Youth in OCDE Schools	All Students who have been expelled	No			All Schools	3 years	$126,874.00	$3,000.00	$129,874.00				$129,874.00	
3	**3.4**	Coordination of Services for Orange County Foster Youth	All Foster youth in Orange County	No			All Schools	3 years	$1,108,375.00	$0.00		$924,173.00		$184,202.00	$1,108,375.00	
3	**3.5**	Coordination of Services for Students who are Foster Youth Within OCDE Schools	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	3 years	$835,789.00	$10,000.00	$435,003.00	$193,205.00	$96,828.00	$120,753.00	$845,789.00	
3	**3.6**	Staff Professional Development to Principally Benefit Students who are English Learners, Low Income/SED, or Foster Youth	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: ACCESS schoolsACCESS schools	Ongoing	$0.00	$24,000.00	$24,000.00				$24,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	**4.1**	Creating Future-Ready Learning Environments in ACC	All	No			Specific Schools: ACCESS County Community school (ACC)	3 years	$0.00	$601,700.00		$601,700.00			$601,700.00	
4	**4.2**	Increasing Student Achievement Through Improved System Practices	All	No			Specific Schools: ACCESS County Community school (ACC)	3 years	$15,206.00	$175,500.00		$190,706.00			$190,706.00	
4	**4.3**	Enhanced Collaborations to Introduce Expanded Services for Students	All	No			Specific Schools: ACCESS County Community school (ACC)	3 years	$0.00	$185,000.00		$185,000.00			$185,000.00	
4	**4.4**	Expanding the Educational Team to Maximize Student Success	All	No			Specific Schools: ACCESS County Community school (ACC)	3 years	$1,192,149.00	$69,791.00		$1,261,940.00			$1,261,940.00	
5	**5.1**	Creating Future Ready Learning Environments in AJH	All	No			Specific Schools: ACCESS Juvenile Hall school (AJH)	3 years	$12,246.00	$124,800.00		$137,046.00			$137,046.00	
5	**5.2**	Increasing Student Achievement Through Improved System Practices for Youth in Care Settings	All	No			Specific Schools: ACCESS Juvenile Hall school (AJH)	3 years	$0.00	$40,000.00		$40,000.00			$40,000.00	
5	**5.3**	Enhanced Collaborations to Introduce Expanded Services for Students	All	No			Specific Schools: ACCESS Juvenile Hall school	3 years	$95,000.00	$184,000.00		$279,000.00			$279,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							(AJH)									
5	**5.4**	Expanding the Educational Team to Maximize Student Success	All	No			Specific Schools: ACCESS Juvenile Hall school (AJH)	3 years	$108,506.00	$10,000.00		$118,506.00			$118,506.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$64,922,677	8,872,617	13.666%	0.000%	13.666%	$8,872,617.00	0.000%	13.666 %	**Total:**	$8,872,617.00
								LEA-wide Total:	$708,172.00
								Limited Total:	$2,933,788.00
								Schoolwide Total:	$5,230,657.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Family Engagement to Close Equity Gaps	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACCESS schools	$443,307.00	
1	1.3	Extended Learning Opportunities to Close Equity Gaps	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACCESS schools	$2,532,454.00	
1	1.4	Extended Learning Opportunities for ACCESS Students who are English Learners and their Families	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: ACCESS	$324,573.00	
1	1.6	Essential Items for Students who are SED/Low Income (Including Homeless)	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$927,009.00	
1	1.7	School-Based Mental Health Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	$457,687.00	
1	1.8	Specialized Support Services for Successful Transitions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$250,485.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Individualized Academic Support to Close Equity Gaps	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACCESS schools	$1,235,126.00	
2	2.2	College/Career Exploration Opportunities Principally Benefiting Students who are Low-Income/SED	Yes	Schoolwide	Low Income	Specific Schools: ACCESS schools	$345,155.00	
2	2.3	College/Career Exploration Opportunities for OCDE Students who are Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$124,766.00	
2	2.5	Academic Support for Students who are English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$798,640.00	
2	2.6	Academic Instruction and Enrichment for Students who are Adjudicated	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: ACCESS Juvenile Hall School (AJH)	$298,797.00	
2	2.8	Targeted Services to Support the Academic Development of Long-Term English Learners (LTELs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$25,000.00	
2	2.9	Advanced Technical Education to Close Equity Gaps	Yes	Schoolwide	Low Income	Specific Schools: ACCESS schools	$650,615.00	
3	3.5	Coordination of Services for Students who are Foster Youth Within OCDE Schools	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$435,003.00	
3	3.6	Staff Professional Development to Principally Benefit Students who are English Learners, Low Income/SED, or Foster Youth	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACCESS schools	$24,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$86,735,495.00	$80,602,920.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Increased Communication for All Educational Partners	No	$915,363.00	$594,784
1	**1.2**	Family Engagement to Close Equity Gaps	Yes	$950,921.00	$917,505
1	**1.3**	Extended Learning Opportunities to Close Equity Gaps	Yes	$3,304,497.00	$2,645,206
1	**1.4**	Extended Learning Opportunities for ACCESS Students who are English Learners and their Families	Yes	$458,081.00	$408,048
1	**1.5**	Healthy and Positive School Environments	No	$3,645,868.00	$3,641,476
1	**1.6**	Essential Items for Students who are SED/Low Income (Including Homeless)	Yes	$1,157,513.00	$1,114343
1	**1.7**	School-Based Mental Health Services	Yes	$1,134,235.00	$1,182,098
1	**1.8**	Specialized Support Services for Successful Transitions	Yes	$2,128,492.00	$2,115,723
1	**1.9**	Mental Health Services for Students with Disabilities	No	$3,715,815.00	$3,061,958
2	**2.1**	Individualized Academic Support to Close Equity Gaps	Yes	$1,310,552.00	$1,284,349

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.2**	College/Career Exploration Opportunities Principally Benefiting Students who are Low-Income/SED	Yes	$468,187.00	$528,559
2	**2.3**	College/Career Exploration Opportunities for OCDE Students who are Foster Youth	Yes	$127,003.00	$133,457
2	**2.4**	Individualized Academic Support for Students who are Foster Youth in Group Homes/Short-Term Residential Therapeutic Programs (STRTP)	No	$560,086.00	$553,112
2	**2.5**	Academic Support for Students who are English Learners	Yes	$1,270,244.00	$1,102,683
2	**2.6**	Academic Instruction and Enrichment for Students who are Adjudicated	Yes	$7,454,327.00	$7,528,057
2	**2.7**	Career Technical Education Opportunities for All Students, Including Students with Disabilities	No	$765,570.00	$329,873
2	**2.8**	Targeted Services to Support the Academic Development of Long-Term English Learners (LTELs)	Yes	$100,000.00	$83,000
2	**2.9**	Advanced Technical Education to Close Equity Gaps	Yes	$707,795.00	$2,306,053
3	**3.1**	Facilities Maintenance	No	$3,980,095.00	$3,795,143
3	**3.2**	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	No	$47,039,692.00	$43,108,047
3	**3.3**	Coordination of Services for Expelled Youth in OCDE Schools	No	$134,492.00	$126,912

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Coordination of Services for Orange County Foster Youth	No	$847,546.00	$1,103,940
3	3.5	Coordination of Services for Students who are Foster Youth Within OCDE Schools	Yes	$796,149.00	$823,596
3	3.6	Staff Professional Development to Principally Benefit Students who are English Learners, Low Income/SED, or Foster Youth	Yes	$502,062.00	$535,136
4	4.1	Creating Future-Ready Learning Environments in ACC	No	$522,500.00	$152,519
4	4.2	Increasing Student Achievement Through Improved System Practices	No	$129,712.00	$137,873
4	4.3	Enhanced Collaborations to Introduce Expanded Services for Students	No	$150,000.00	$23,000
4	4.4	Expanding the Educational Team to Maximize Student Success	No	$1,796,027.00	$974,822
5	5.1	Creating Future Ready Learning Environments in AJH	No	$180,911.00	$60,927
5	5.2	Increasing Student Achievement Through Improved System Practices for Youth in Care Settings	No	$40,000.00	$26,483
5	5.3	Enhanced Collaborations to Introduce Expanded Services for Students	No	$331,120.00	$86,031
5	5.4	Expanding the Educational Team to Maximize Student Success	No	$110,640.00	$118,207

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$9,641,902	$18,172,083.00	$15,385,073.00	$2,787,010.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Family Engagement to Close Equity Gaps	Yes	$395,090.00	$428,885		
1	1.3	Extended Learning Opportunities to Close Equity Gaps	Yes	$3,225,073.00	$2,609,746		
1	1.4	Extended Learning Opportunities for ACCESS Students who are English Learners and their Families	Yes	$389,290.00	$330,589		
1	1.6	Essential Items for Students who are SED/Low Income (Including Homeless)	Yes	$936,638.00	$840,383		
1	1.7	School-Based Mental Health Services	Yes	$1,134,235.00	$535,387		
1	1.8	Specialized Support Services for Successful Transitions	Yes	$1,961,150.00	$257,614		
2	2.1	Individualized Academic Support to Close Equity Gaps	Yes	$1,190,796.00	$1,204,818		
2	2.2	College/Career Exploration Opportunities Principally Benefiting Students who are Low-Income/SED	Yes	$356,914.00	$412,775		
2	2.3	College/Career Exploration Opportunities for OCDE Students who are Foster Youth	Yes	$118,098.00	$124,178		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.5**	Academic Support for Students who are English Learners	Yes	$918,287.00	$790,487		
2	**2.6**	Academic Instruction and Enrichment for Students who are Adjudicated	Yes	$5,817,765.00	$6,049,425		
2	**2.8**	Targeted Services to Support the Academic Development of Long-Term English Learners (LTELs)	Yes	$100,000.00	$83,000		
2	**2.9**	Advanced Technical Education to Close Equity Gaps	Yes	$707,795.00	$761,526		
3	**3.5**	Coordination of Services for Students who are Foster Youth Within OCDE Schools	Yes	$418,890.00	$421,124		
3	**3.6**	Staff Professional Development to Principally Benefit Students who are English Learners, Low Income/SED, or Foster Youth	Yes	$502,062.00	$535,136		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$64,347,924	$9,641,902	2.117%	17.101%	$15,385,073.00	0.000%	23.909%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and

- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

- The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

2026-27 Appendices

Appendix A: Acronyms and Abbreviations

Appendix B: Educational Partners

Appendix C: OCDE Student Demographic

Appendix D: Family Engagement Events in ACCESS 2023-2026

Appendix E: ACCESS and Connections Surveys (Students, Parents, and Staff)

Appendix F: LEA and School Level Data (State Indicators)

Appendix G: Learning Recovery and Emergency Block Grant funds in LCAP

LOCAL CONTROL AND ACCOUNTABILITY PLAN
COMMONLY USED ACROYNMS AND ABBREVIATIONS

Appendix A

ACC ACCESS County Community school

ACCESS Alternative, Community, and Correctional Education Schools and Services

ACEs Adverse Childhood Experiences

AJH ACCESS Juvenile Hall school

AP Advanced Placement

CAASPP California Assessment of Student Performance and Progress

CALPADS California Longitudinal Pupil Achievement Data Systems

CCI College and Career Indicator

CCR California Code of Regulations

CDE California Department of Education

CHEP/PCHS Community Home Education Program/Pacific Coast High School

CHKS California Healthy Kids Survey

COE County Office of Education

CSEA California School Employees Association

CSI Comprehensive Support and Improvement

CTE Career Technical Education

LOCAL CONTROL AND ACCOUNTABILITY PLAN
COMMONLY USED ACROYNMS AND ABBREVIATIONS

Appendix A

CWA Child Welfare and Attendance

DASS Dashboard Alternative School Status

DHH Deaf and Hard of Hearing

DELAC District English Learner Advisory Committee

EAP Early Assessment Program

EC Education Code

EL English Learner

ELA English Language Arts

ELAC English Learner Advisory Committee

ELD English Language Development

ELPAC English Language Proficiency Assessments for California

FIT Facility Inspection Tool

FRC Family Resource Center

FYSCP Foster Youth Services Coordinating Program

IEP Individual Education Plan

LCAP Local Control and Accountability Plan

LOCAL CONTROL AND ACCOUNTABILITY PLAN
COMMONLY USED ACROYNMS AND ABBREVIATIONS

Appendix A

LCFF Local Control Funding Formula

LEA Local Education Agency

LTEL Long-term English learner students

MTSS Multi-Tiered System of Support

NGSS Next Generation Science Standards

OCCS Orange County Community Schools

OCDE Orange County Department of Education

OCSEA Orange County Schools Educators Association

PBIS Positive Behavior Intervention and Supports

PDSA Plan-Do-Study-Act

RFEP Re-designated-Fluent English Proficient

SBAC Smart Balance Assessment Consortium

SED Socioeconomically Disadvantaged

SES Special Education Services

SPSA School Plan for Student Achievement

SSC School Site Council

STEAM Science, Technology, Engineering, Art, and Math

LOCAL CONTROL AND ACCOUNTABILITY PLAN
COMMONLY USED ACROYNMS AND ABBREVIATIONS

Appendix A

STRTP Short-Term Residential Therapeutic Program

SWD Students with Disabilities

TK Transitional Kindergarten

UDL Universal Design for Learning

WASC Western Association of Schools and Colleges

Appendix B

EDUCATIONAL PARTNERS

The following is a list of educational partners that assist in the achievement of LCAP goals, action, and services, as well as supporting the needs of the whole child.

211 Orange County

Art for Healing

Blue Ribbon Commission of Orange County

Boys & Girls Club

California State University, Fullerton

Canyon Presbyterian Church of Orange

Casa Youth Shelter

Chapman University

Coast Community College District

Community Foundation of Orange

Court Appointed Special Advocates for Children (CASA)

Department of Rehabilitation, Orange County

Disciplina Positiva

ELKS Club of Orange

Families and Communities Together (FaCT)

Family Solutions Collaborative

First Presbyterian Church of Orange

Fullerton College

Girls, Inc.

Giving Children Hope

Grandparent Autism Network

HERO for Kids Foundation

Homeless Intervention Services of Orange County (HIS-OC)

Hope, Help, and Healing for Humanity (H4H Foundation)

Human Options

Junior Achievement

Latino Educational Attainment Initiative

Latino Health Access

Mariners Church

National Charity League

New Alternatives Wrap-Around Program

North Orange County Community College District

Oasis Art

Old Courthouse Museum Society

Olive Crest Strong Families

Orange Coast College

EDUCATIONAL PARTNERS

Appendix B

Orange County Asian Pacific Islander Community Alliance (OCAPICA)

Orange County Business Council

Orange County Community Foundation

Orange County District Attorney's Office

Orange County Health Care Agency

Orange County Human Relations

Orange County Juvenile Court

Orange County Probation Department

Orange County Public Libraries

Orange County Social Services Agency

Orange County Transition Initiative

Orangewood Foundation

Padres Unidos

Rancho Santiago Community College District

Ready, Set, OC

Regional Center of Orange County

Rotary Club of Villa Park

Saddleback Church

Second Harvest Food Bank

Sage Hill High School

Schools First Federal Credit Union

Second Harvest Food Bank Orange County

Segerstrom Center for the Arts

Serve the People

Share Our Selves

South Orange County Community College District

Special Olympics of Orange County

Sunburst Youth Academy Booster Club

Teams of Advocates for Special Kids (TASK)

Taller de San Jose/Hope Builders

Tilly's Life Center

Trinity Presbyterian Church of Orange and Westminster

United States National Guard

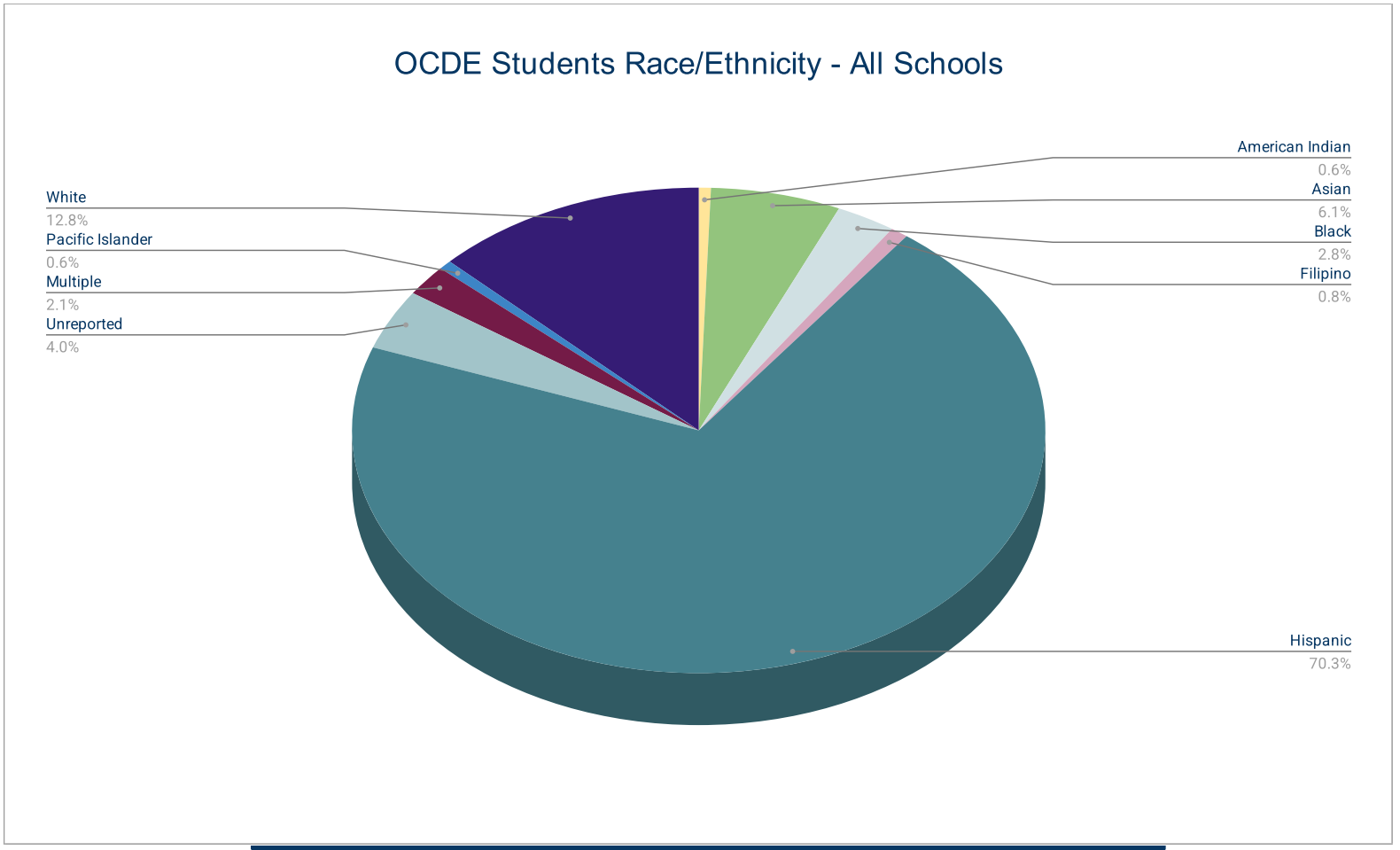
University of California, Irvine

University of Southern California

Vanguard University

Waymakers

Appendix C



Race/Ethnicity	Count	Percentage
American Indian	11	0.6%
Asian	118	6.1%
Black	54	2.8%
Filipino	16	0.8%
Hispanic	1367	70.3%
Unreported	78	4.0%
Multiple	40	2.1%
Pacific Islander	12	0.6%
White	248	12.8%
Grand Total	**1944**	

Appendix D

Family Engagement Events in ACCESS 2023-2026

By Joyce Epstein's Typology

Type of Engagement	2023-24	2024-25	2025-26
Type 1 – Parenting	197	216	230
Type 2 – Communicating	25	40	58
Type 3 – Volunteering	16	12	40
Type 4 – Learning at Home	16	25	25
Type 5 – Decision Making	29	29	24
Type 6 – Collaborating with the Community	14	32	18
Type 7 – Relationship Building	39	45	30
TOTAL	**336**	**399**	**425**

Stefan Bean, Ed.D.
County Superintendent of Schools

Appendix E

ACCESS Student ACC & OCCS Feedback

2025-2026

Prepared By:
Research, Evaluation, and Data Inquiry at OCDE
February 2026

The following is a summary of the data collected from a survey of ACCESS students (not including AJH). This data summary is arranged to provide survey results by survey and by item.

Instrument:

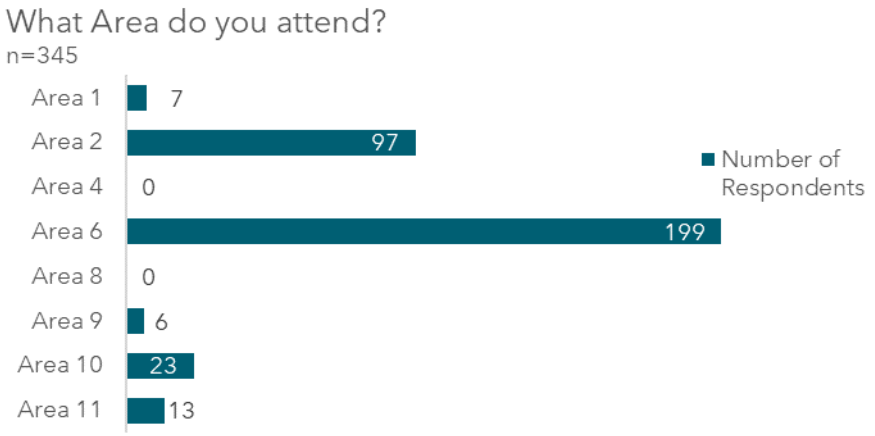
Survey items were developed to capture respondents' perceptions of how well the district is achieving its LCAP goals. This survey is structured so that respondents would retrospectively report on the degree to which they felt each item was met, accomplished, or achieved.

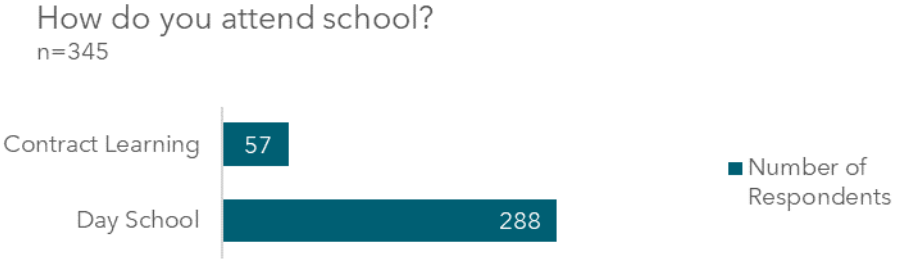
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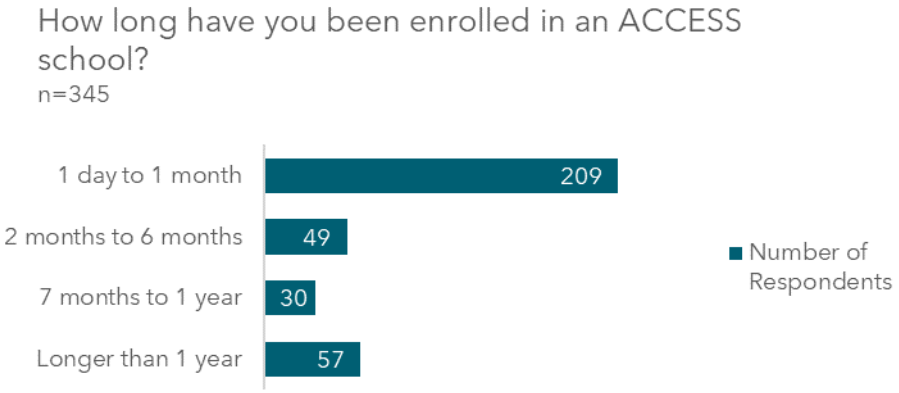
The survey was administered online with an approximate 14-week administration window: November 10, 2025, to February 9, 2026. Following the standard Research, Evaluation, and Data Inquiry (REDI) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 345 survey responses were received (N=345 students).

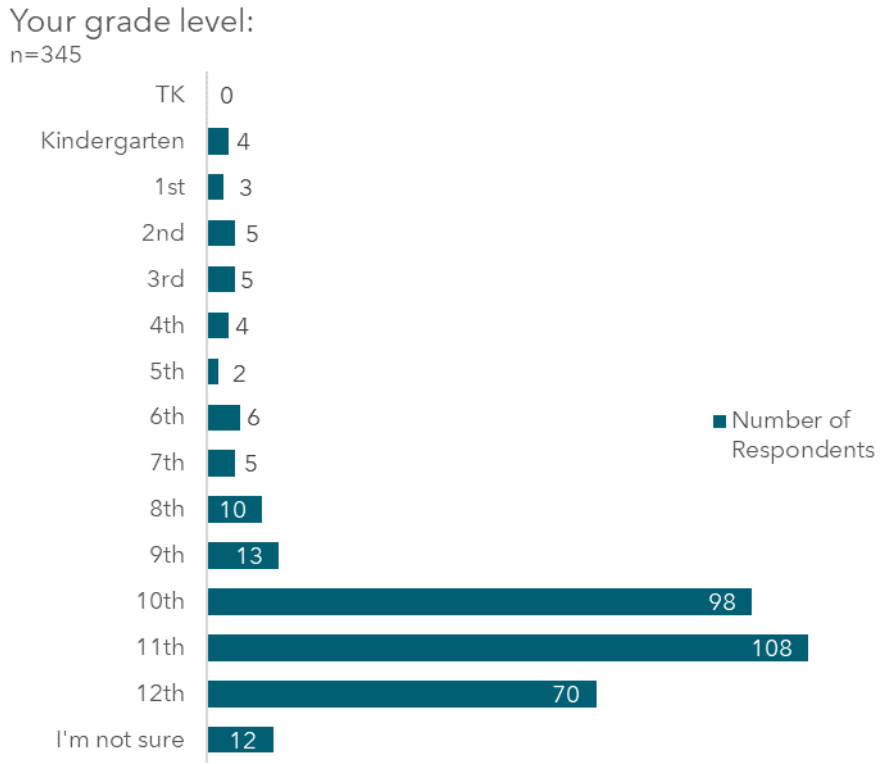
Analysis:

The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received. A comparison to prior survey data was conducted where possible.


What Area do you attend?
n=345
Area 1
7
Area 2
97
Area 4
0
Area 6
199
Area 8
0
Area 9
6
Area 10
23
Area 11
13
Number of Respondents

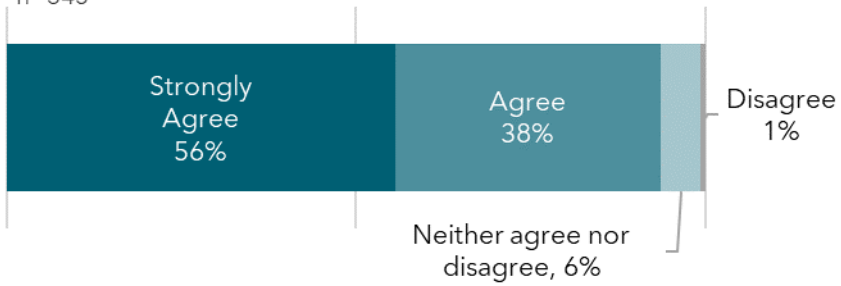

How do you attend school?
n=345
Contract Learning
57
Day School
288
Number of Respondents


How long have you been enrolled in an ACCESS school?
n=345
1 day to 1 month
209
2 months to 6 months
49
7 months to 1 year
30
Longer than 1 year
57
Number of Respondents


Your grade level:
n=345
TK
0
Kindergarten
4
1st
3
2nd
5
3rd
5
4th
4
5th
2
6th
6
7th
5
8th
10
9th
13
10th
98
11th
108
12th
70
I'm not sure
12
Number of Respondents

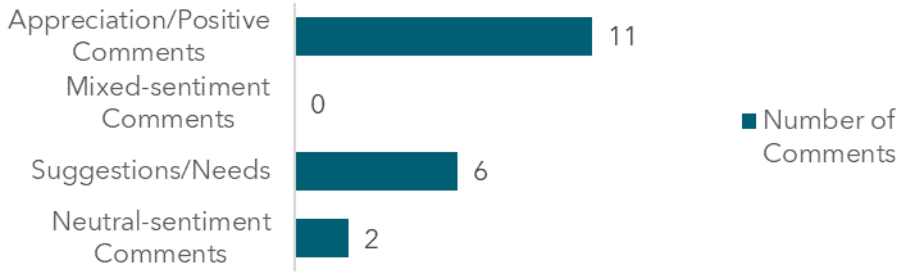
1. My school provides textbooks, online curriculum, and learning tools to meet my educational needs.

n=345



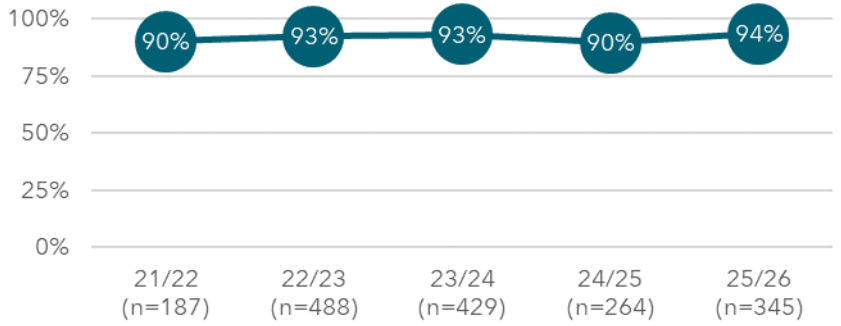
Comment Analysis

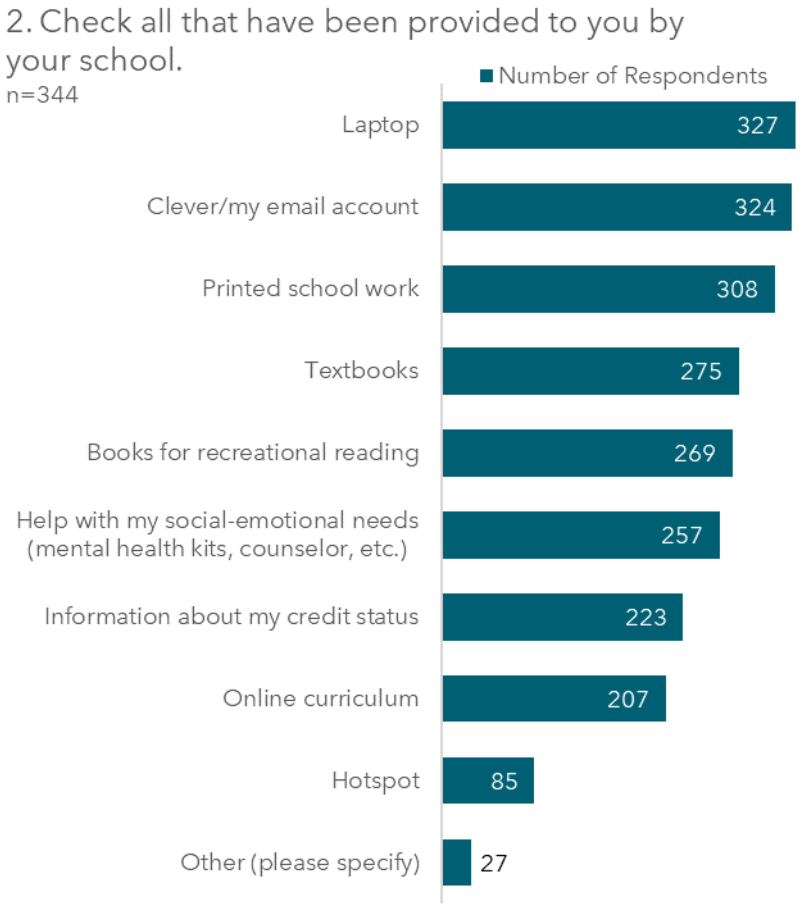
All comments are provided at the end of the report.



Compared to Prior Years

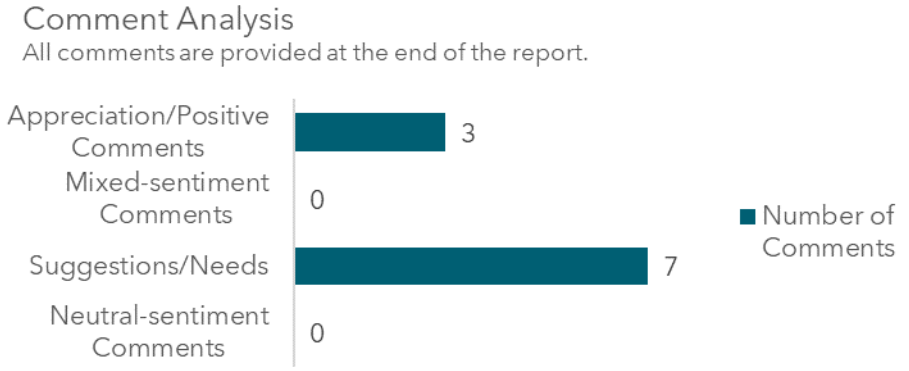
Note. % Strongly Agree + % Agree

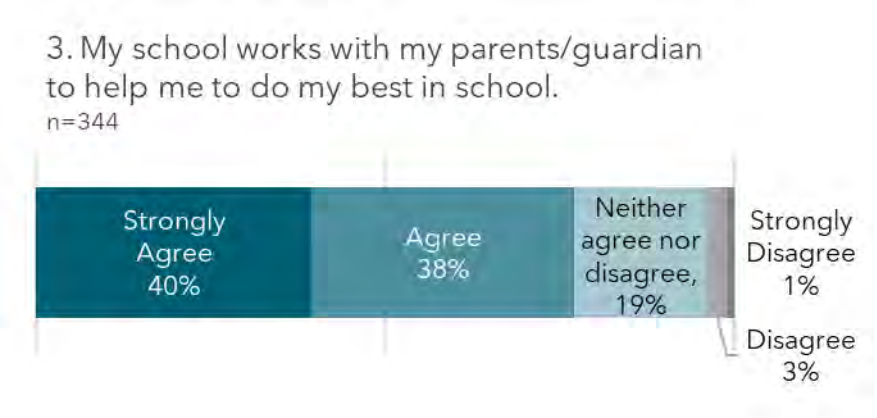




Other (write-in responses):

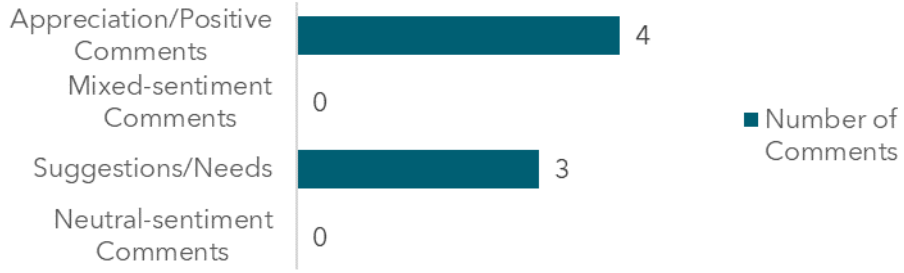
- art supplies
- ART, SCHOOL SUPPLIES,
- basic school needs (stuff to eat, write, highlight, and erase)
- books
- Extra curricular classes (Drama, ukelele, starbase, etc)
- food, housing, field trips, and free time
- food, clothes
- hand sanitizer
- pe
- Sunburst
- three meals
- water bottles
- wifi





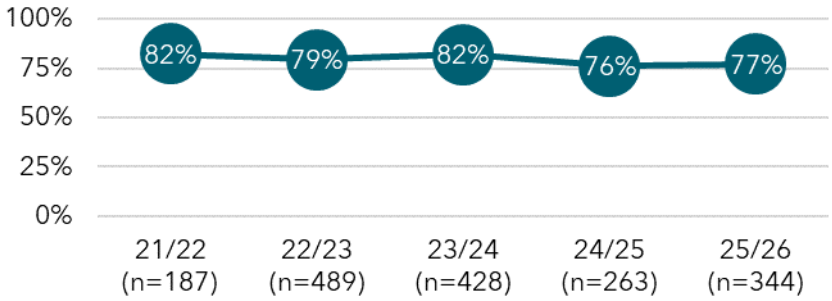
Comment Analysis

All comments are provided at the end of the report.

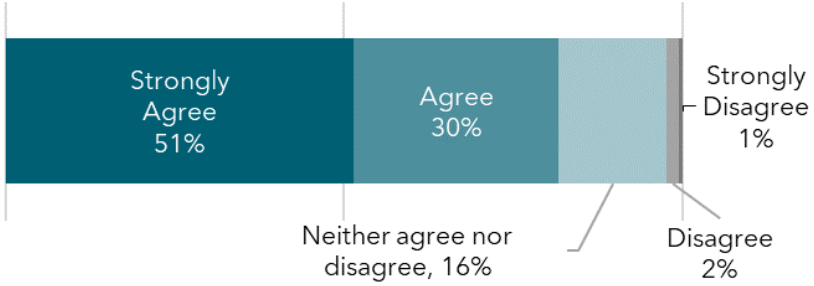


Compared to Prior Years

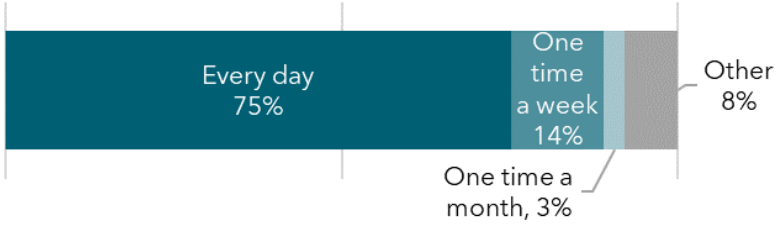
Note. % Strongly Agree + % Agree



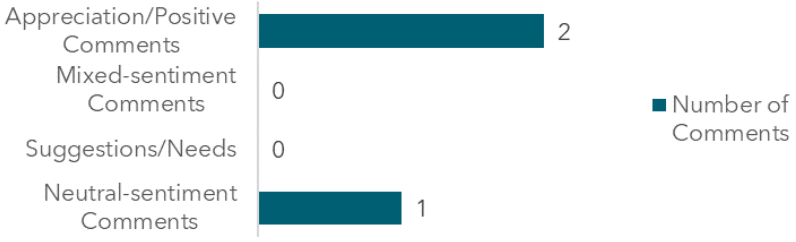
4. a) I feel like my teacher cares if I am absent from school.
n=345



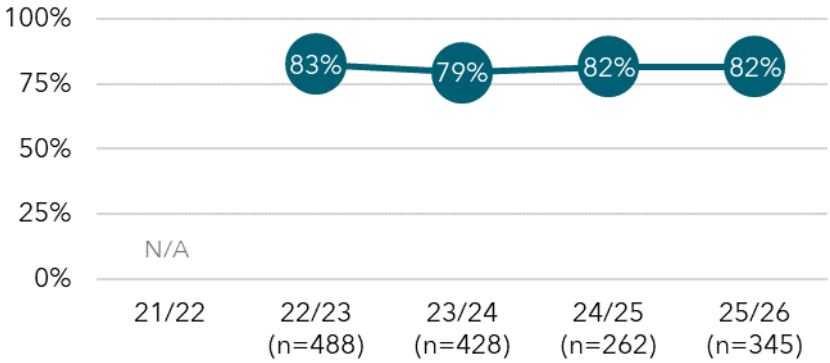
4. b) How often do you meet with your teacher? (In person, phone or Zoom. Does not include email.), n=344



Comment Analysis
All comments are provided at the end of the report.

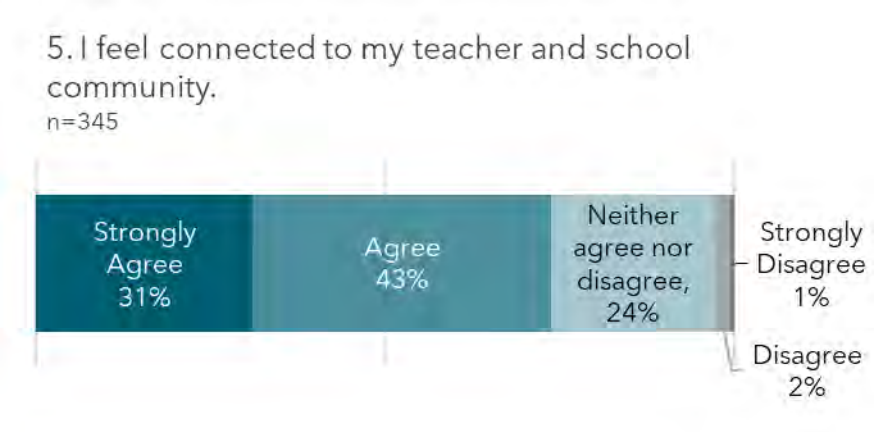


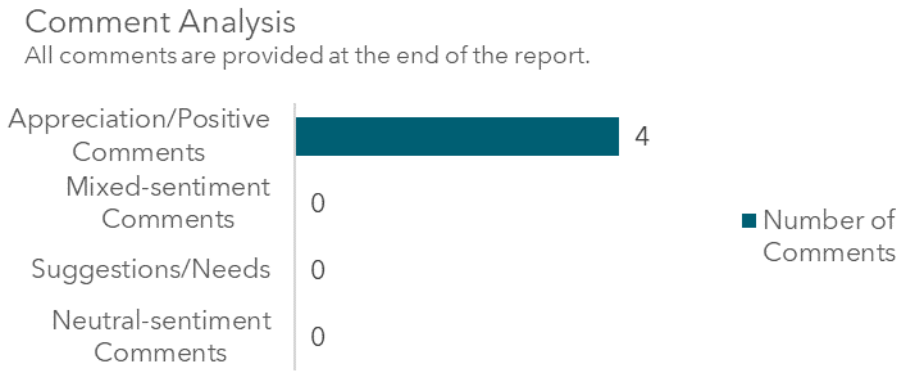
Compared to Prior Years
Note. % Strongly Agree + % Agree

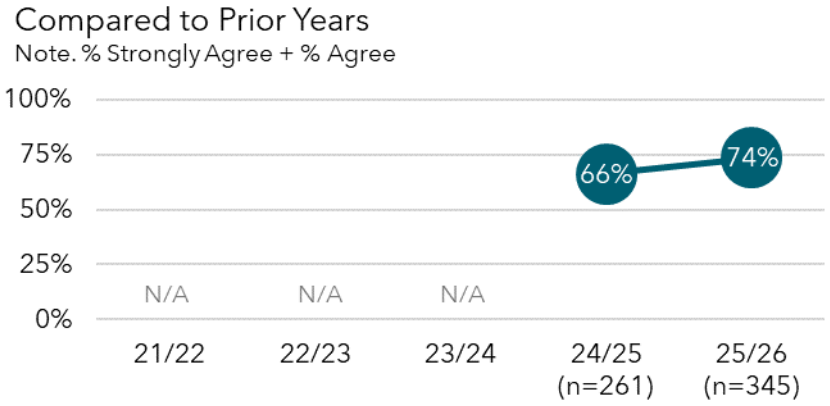


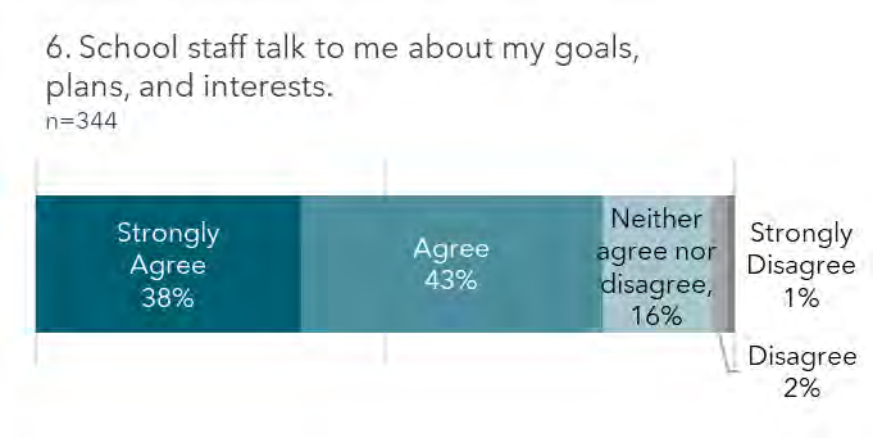
Other (write in responses):

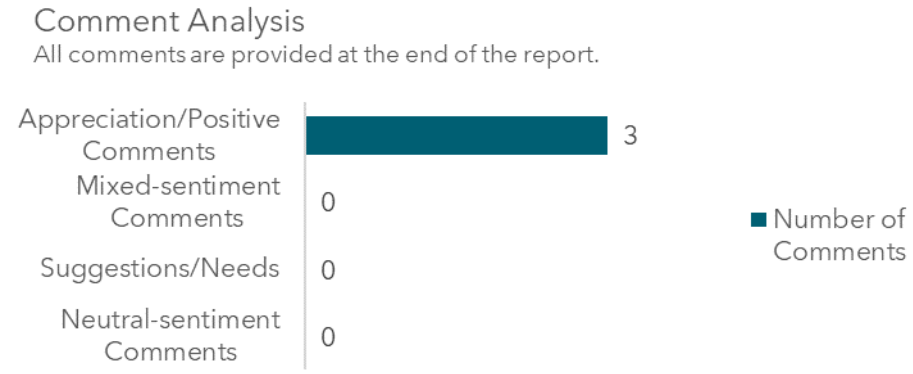
- 2 times a week
- 3 days
- block schedule
- few times a week
- I am not meeting with my teacher.
- I just attend class.
- Never
- nonee
- sometimes im absent and sometimes im present
- when I go to school
- Whenever I need.

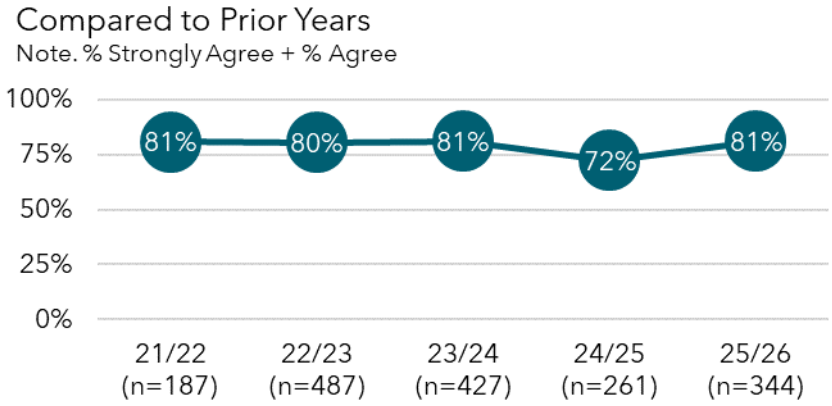

5. I feel connected to my teacher and school community.
n=345
Strongly Agree 31%
Agree 43%
Neither agree nor disagree, 24%
Strongly Disagree 1%
Disagree 2%

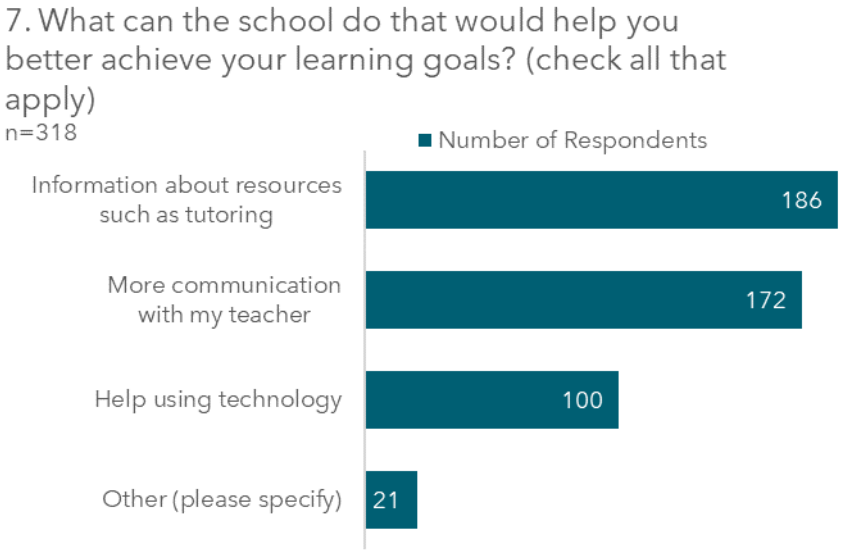

Comment Analysis
All comments are provided at the end of the report.
Appreciation/Positive Comments
4
Mixed-sentiment Comments
0
Suggestions/Needs
0
Neutral-sentiment Comments
0
Number of Comments

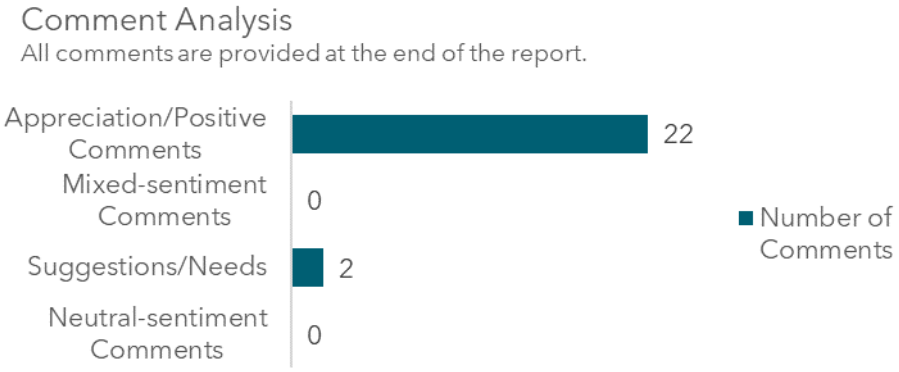

Compared to Prior Years
Note. % Strongly Agree + % Agree
100%
75%
50%
25%
0%
N/A
N/A
N/A
66%
74%
21/22
22/23
23/24
24/25 (n=261)
25/26 (n=345)


6. School staff talk to me about my goals, plans, and interests.
n=344
Strongly Agree 38%
Agree 43%
Neither agree nor disagree, 16%
Strongly Disagree 1%
Disagree 2%


Comment Analysis
All comments are provided at the end of the report.
Appreciation/Positive Comments
3
Mixed-sentiment Comments
0
Suggestions/Needs
0
Neutral-sentiment Comments
0
Number of Comments


Compared to Prior Years
Note. % Strongly Agree + % Agree
100%
75%
50%
25%
0%
81%
80%
81%
72%
81%
21/22 (n=187)
22/23 (n=487)
23/24 (n=427)
24/25 (n=261)
25/26 (n=344)

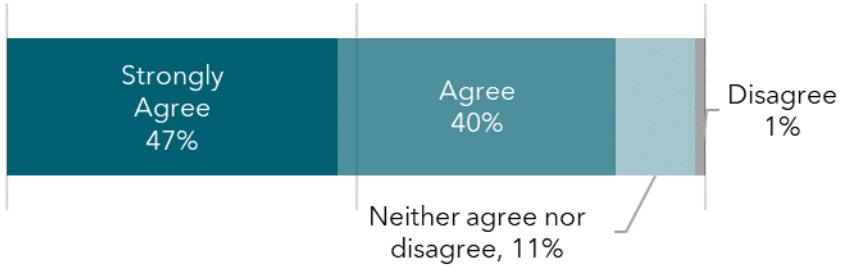




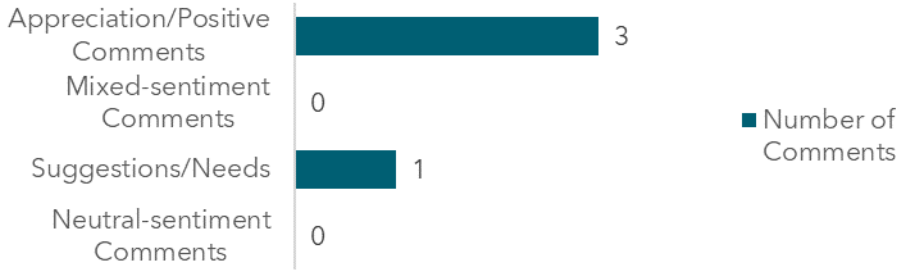
Other (write in) responses:

- allow more time to speak with my family other than letters
- better food and more food options
- helping me prepare/get the career I want to be in after high school.
- hopefully help me with a job
- if the sergeants stop being and [expletive] so much smh
- more CTE options. wood shop.
- more personal time for researching jobs that I would like to do and the requirements for such jobs.
- talking more with family

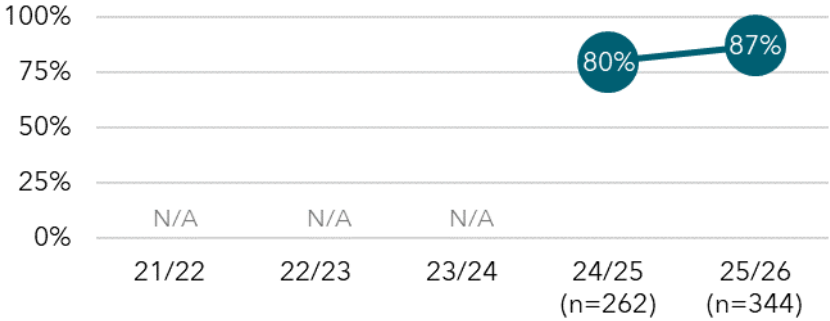
8. I feel safe when I am at my school site.
n=344



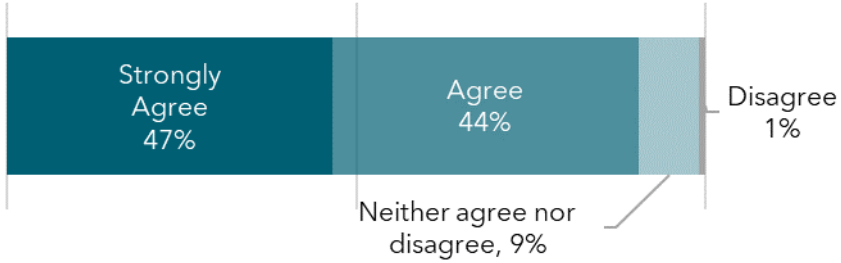
Comment Analysis
All comments are provided at the end of the report.



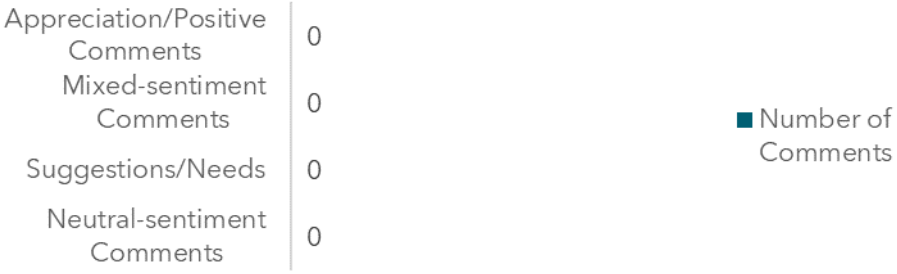
Compared to Prior Years
Note. % Strongly Agree + % Agree



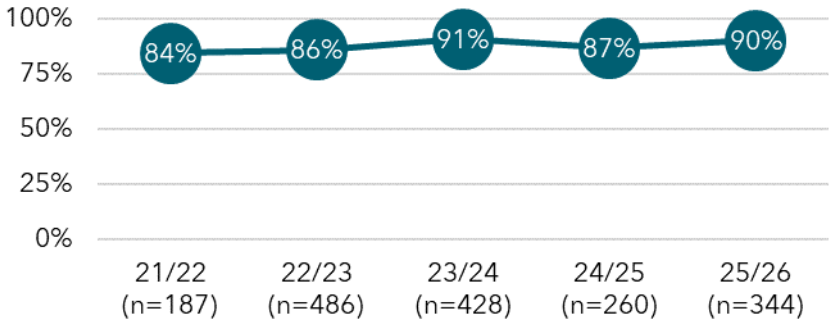
9. My school provides meaningful and engaging learning opportunities for me.
n=344



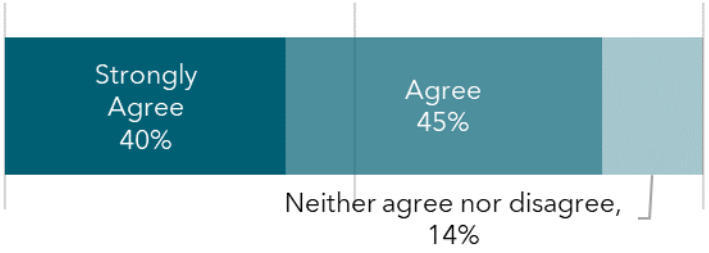
Comment Analysis
All comments are provided at the end of the report.



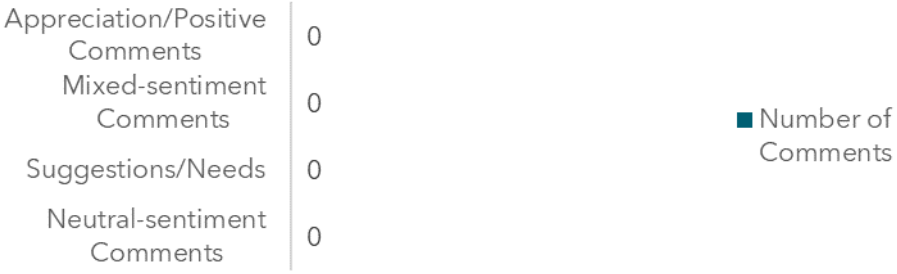
Compared to Prior Years
Note. % Strongly Agree + % Agree



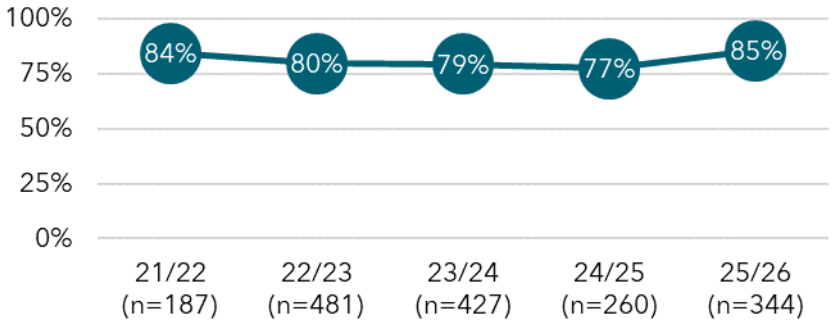
10. My school supports and values cultural diversity and inclusion.
n=344

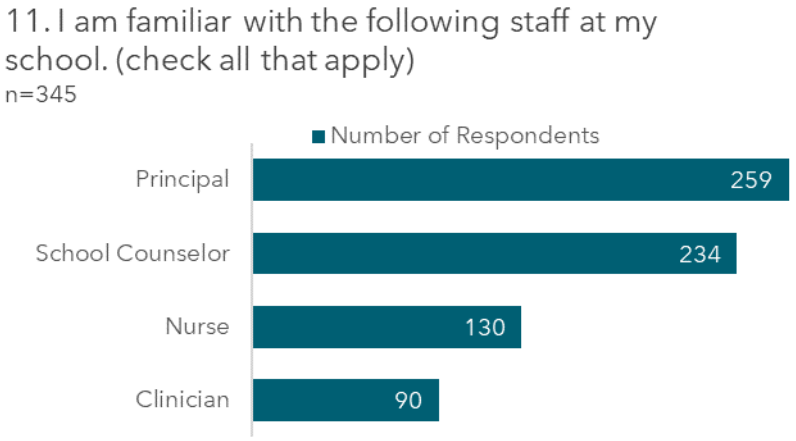


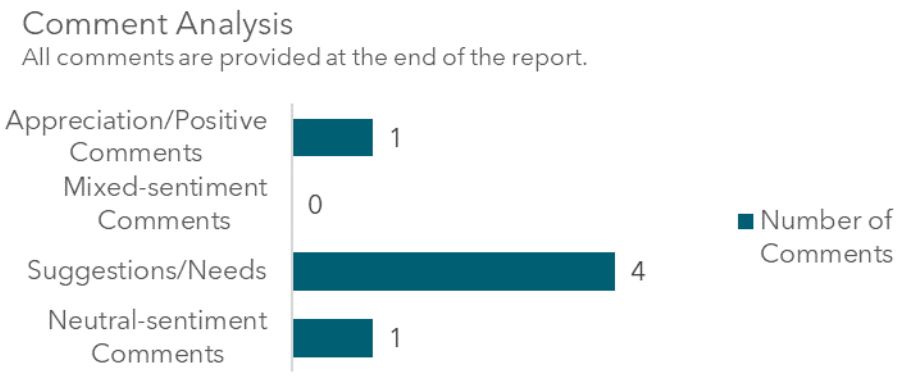
Comment Analysis
All comments are provided at the end of the report.



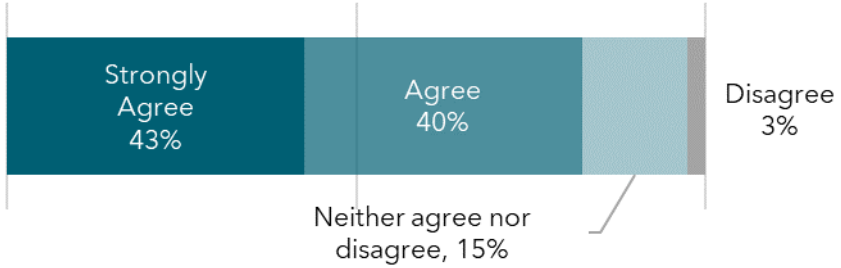
Compared to Prior Years
Note. % Strongly Agree + % Agree



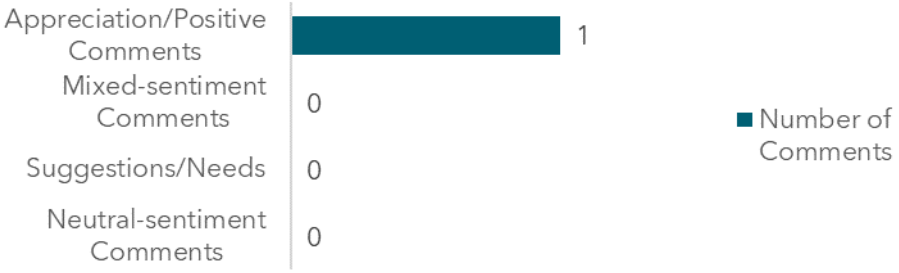

11. I am familiar with the following staff at my school. (check all that apply)
n=345
Number of Respondents
Principal
259
School Counselor
234
Nurse
130
Clinician
90


Comment Analysis
All comments are provided at the end of the report.
Appreciation/Positive Comments
1
Mixed-sentiment Comments
0
Suggestions/Needs
4
Neutral-sentiment Comments
1
Number of Comments

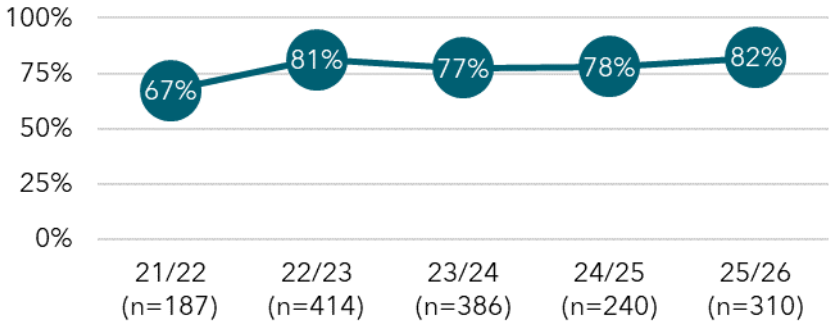
12. My school talks to me about and prepares me for future college and career paths.
n=310 (6th grade and up)



Comment Analysis
All comments are provided at the end of the report.



Compared to Prior Years
Note. % Strongly Agree + % Agree



Stefan Bean, Ed.D.
County Superintendent of Schools

Appendix E

ACCESS Student AJH Feedback

2025-2026

Prepared By:
Research, Evaluation, and Data Inquiry at OCDE
February 2026

The following is a summary of the data collected from a survey of ACCESS AJH students. This data summary is arranged to provide survey results by survey and by item.

Instrument:

Survey items were developed to capture respondents' perceptions of how well the district is achieving its LCAP goals. This survey is structured so that respondents would retrospectively report on the degree to which they felt each item was met, accomplished, or achieved.

Method:

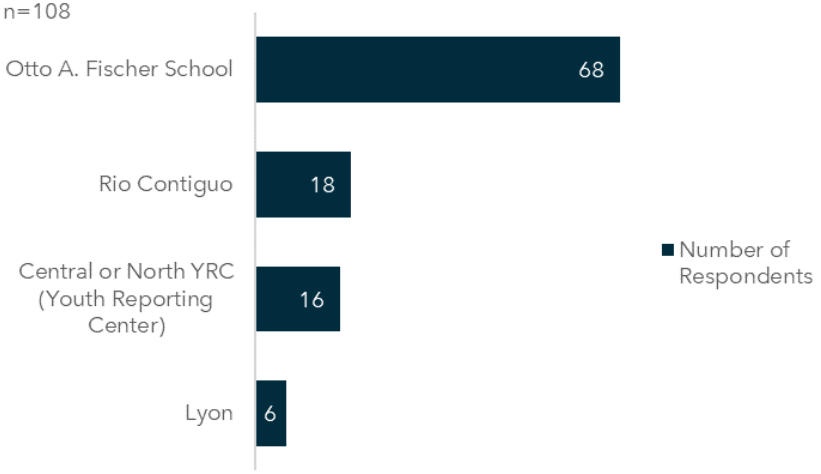
The survey was administered online with an approximate 14-week administration window: November 10, 2025, to February 9, 2026. Following the standard Research, Evaluation, and Data Inquiry (REDI) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 108 survey responses were received (N=108 AJH students).

Analysis:

The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received. A comparison to prior survey data was conducted where possible.

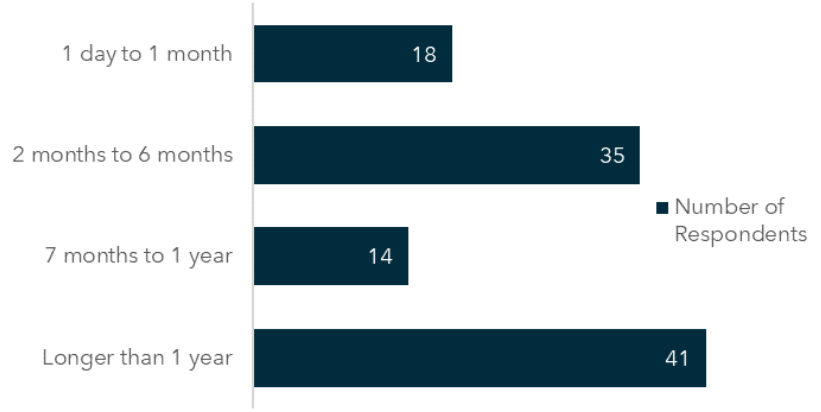
What school site do you attend?

n=108

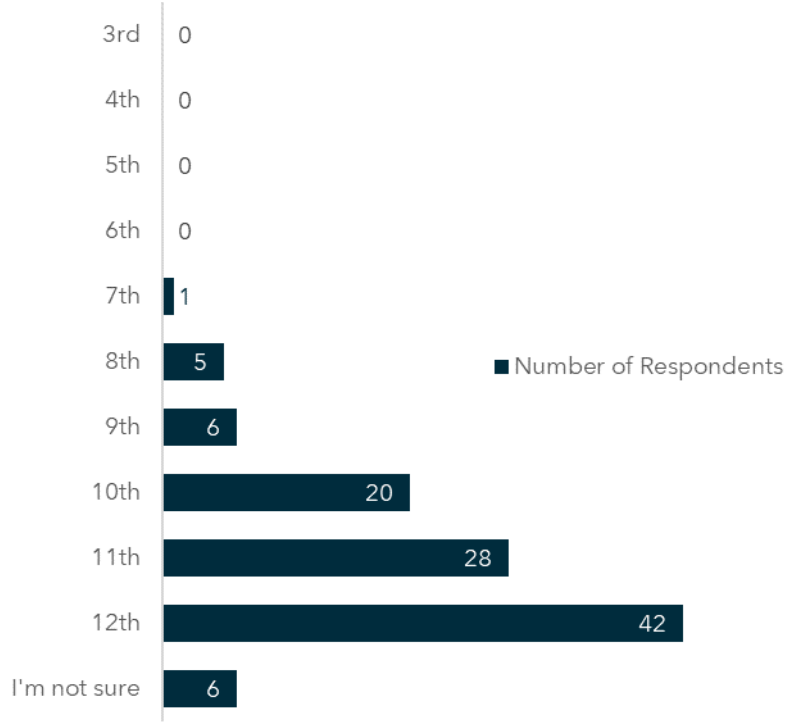


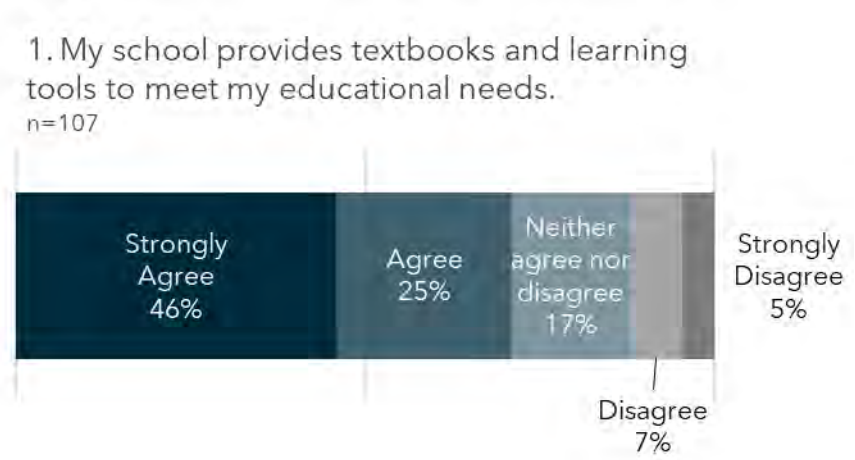
How long have you been enrolled in an ACCESS school?

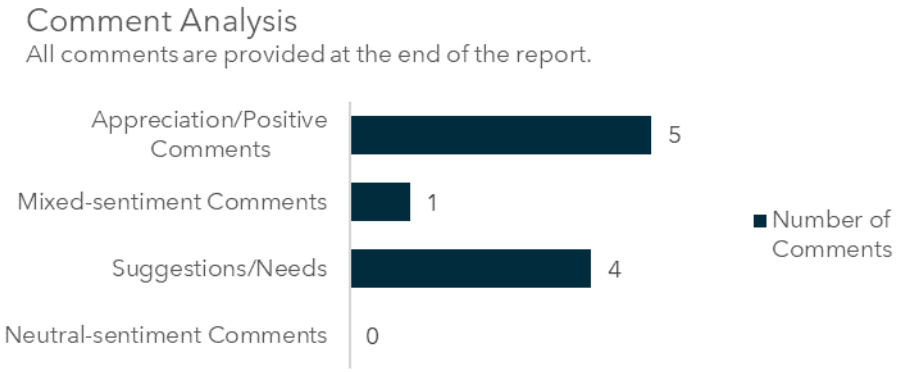
n=108

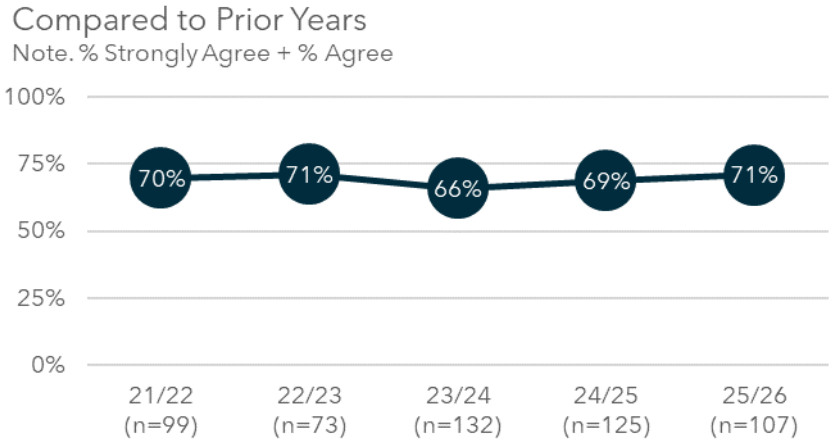


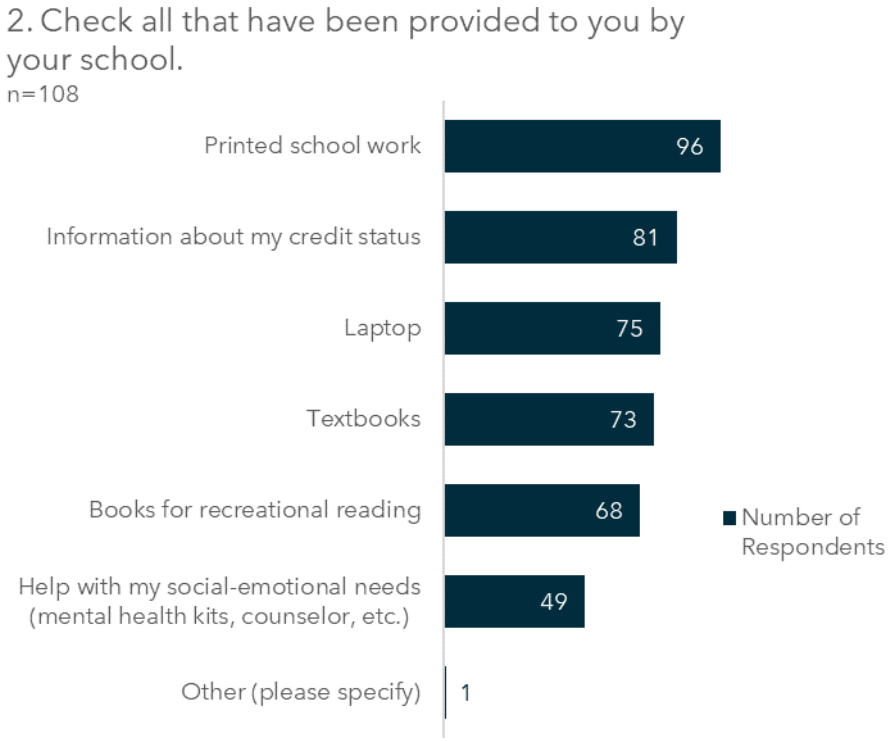
Your grade level:




1. My school provides textbooks and learning tools to meet my educational needs.
n=107
Strongly Agree 46%
Agree 25%
Neither agree nor disagree 17%
Disagree 7%
Strongly Disagree 5%

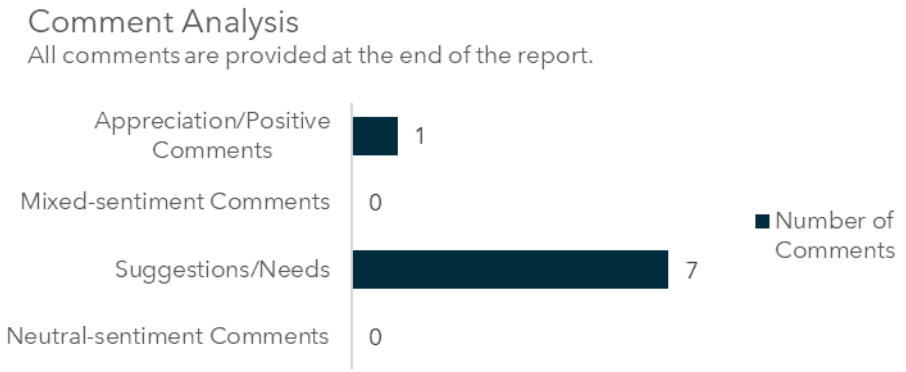

Comment Analysis
All comments are provided at the end of the report.
Appreciation/Positive Comments
5
Mixed-sentiment Comments
1
Suggestions/Needs
4
Neutral-sentiment Comments
0
Number of Comments


Compared to Prior Years
Note. % Strongly Agree + % Agree
100%
75%
50%
25%
0%
70%
71%
66%
69%
71%
21/22 (n=99)
22/23 (n=73)
23/24 (n=132)
24/25 (n=125)
25/26 (n=107)



Other (write-in responses):

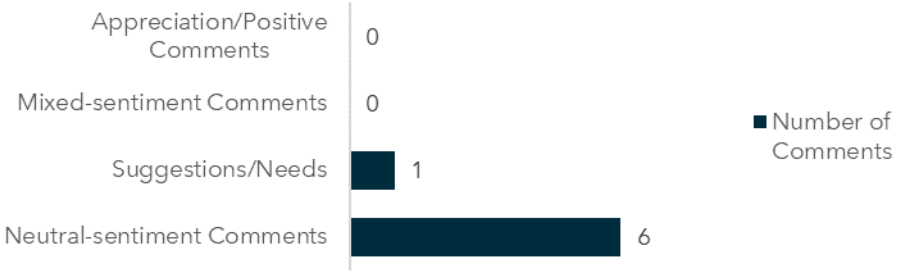
- vioeos [videos]





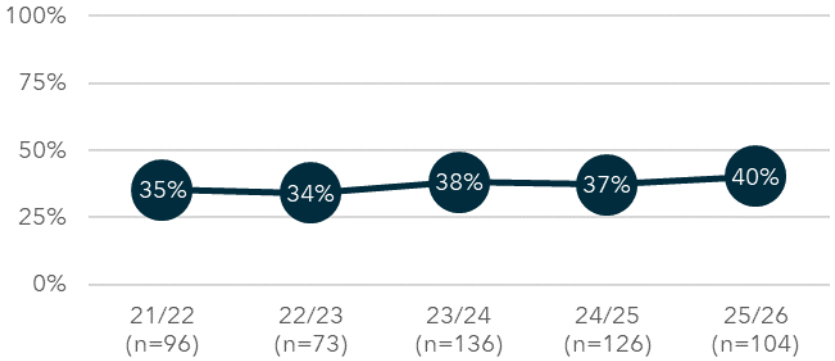
Comment Analysis

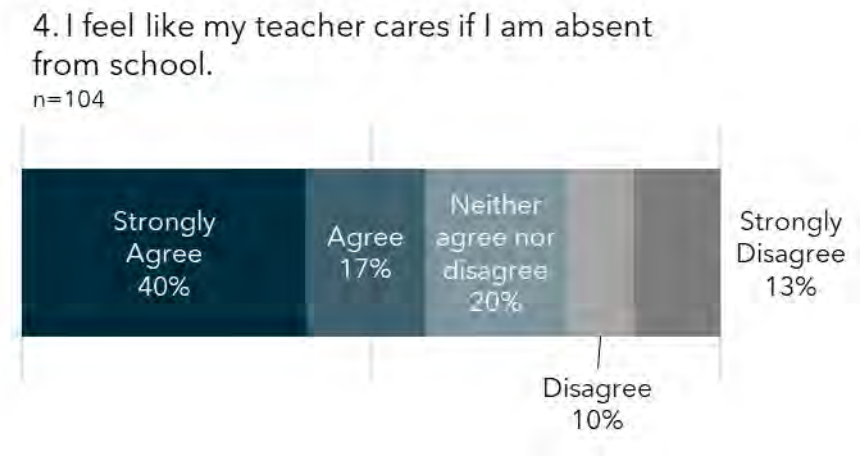
All comments are provided at the end of the report.

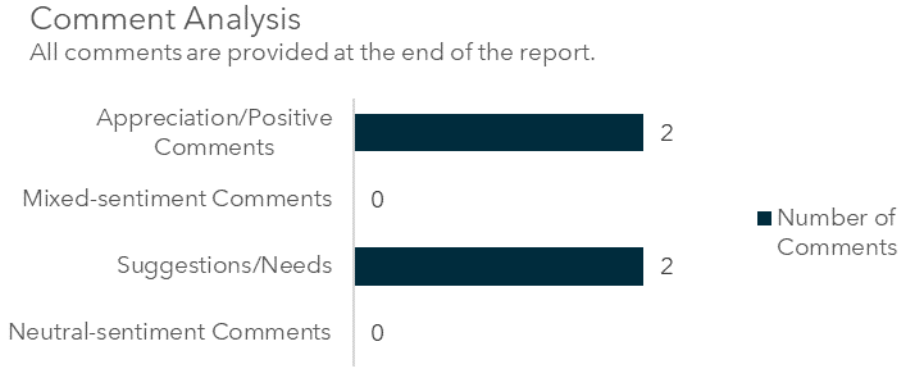


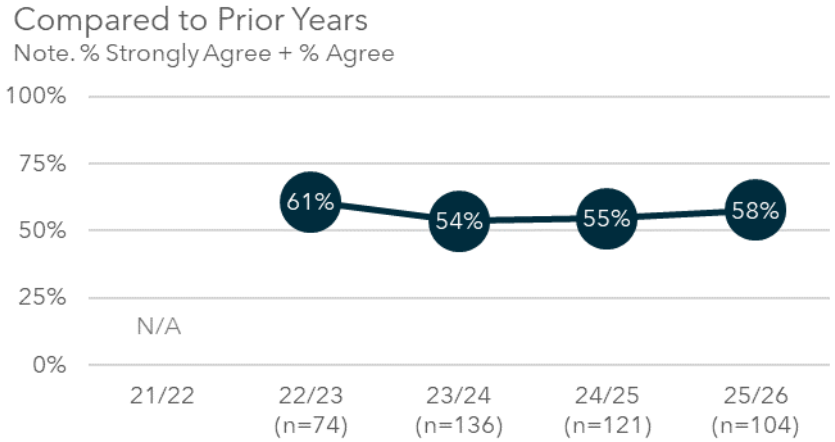
Compared to Prior Years

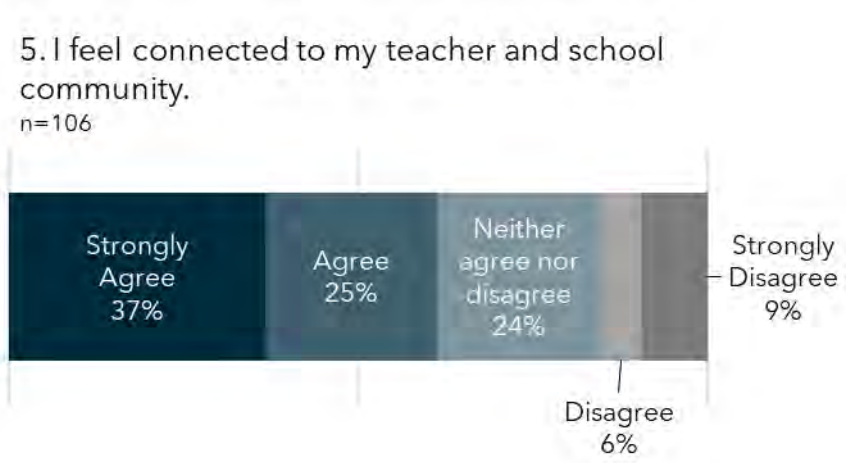
Note. % Strongly Agree + % Agree




4. I feel like my teacher cares if I am absent from school.
n=104
Strongly Agree 40%
Agree 17%
Neither agree nor disagree 20%
Disagree 10%
Strongly Disagree 13%

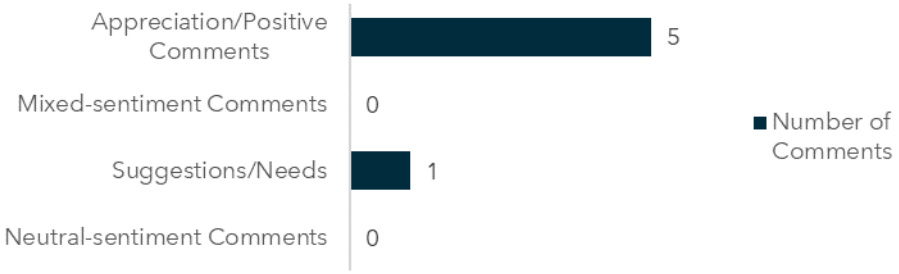

Comment Analysis
All comments are provided at the end of the report.
Appreciation/Positive Comments
2
Mixed-sentiment Comments
0
Suggestions/Needs
2
Neutral-sentiment Comments
0
Number of Comments


Compared to Prior Years
Note. % Strongly Agree + % Agree
100%
75%
50%
25%
0%
N/A
61%
54%
55%
58%
21/22
22/23 (n=74)
23/24 (n=136)
24/25 (n=121)
25/26 (n=104)



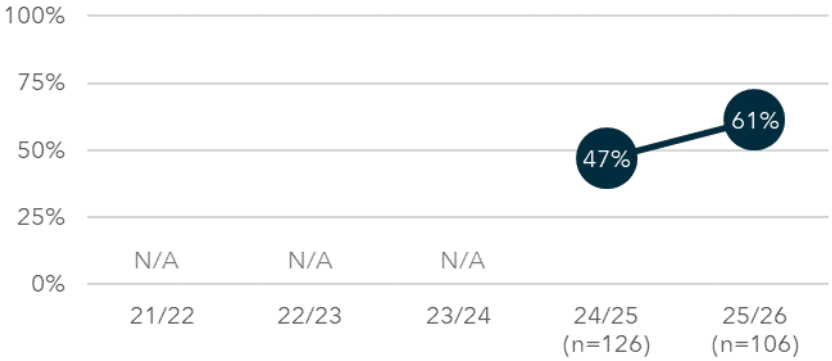
Comment Analysis

All comments are provided at the end of the report.

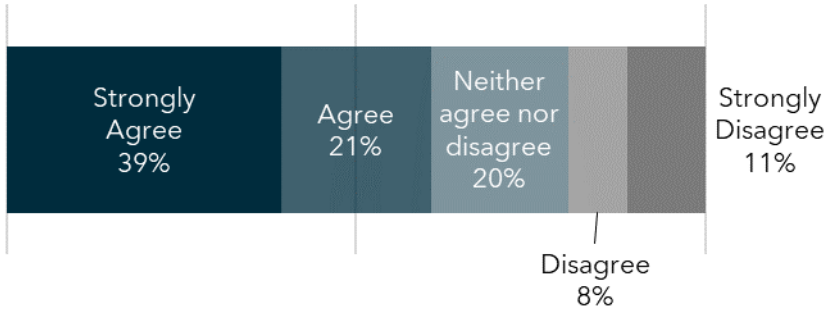


Compared to Prior Years

Note. % Strongly Agree + % Agree

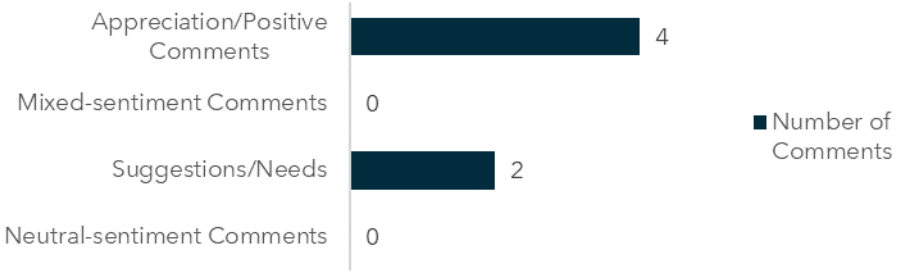


6. School staff talk to me about my goals, plans, and interests.
n=107



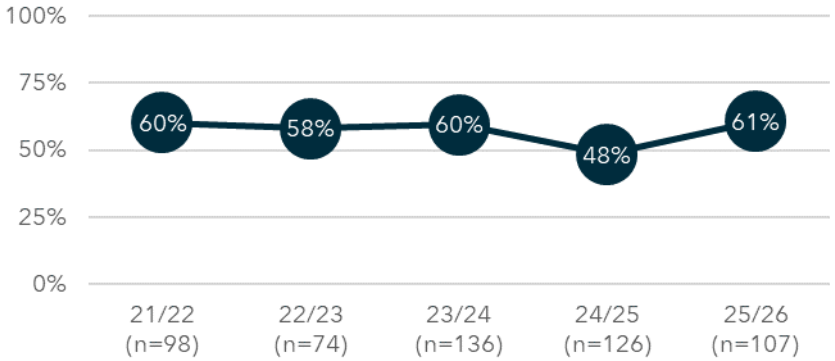
Comment Analysis

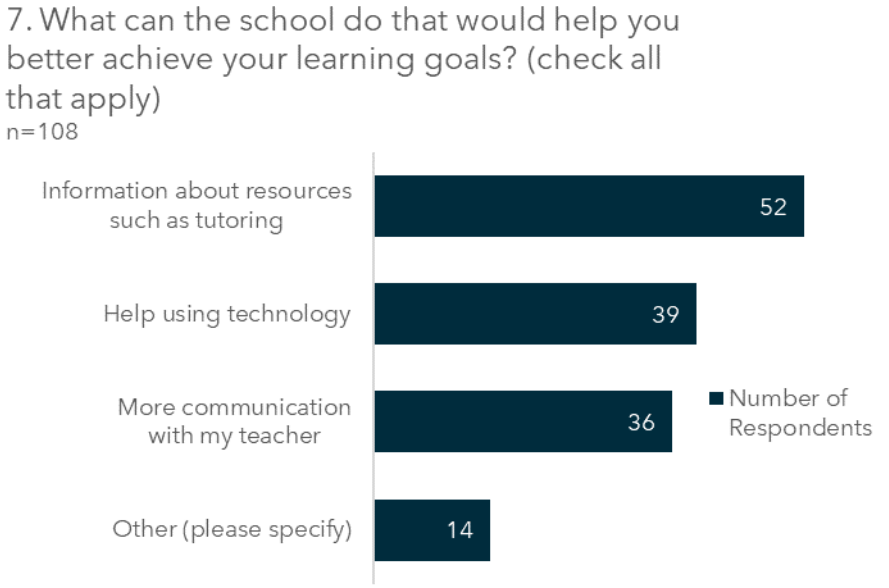
All comments are provided at the end of the report.

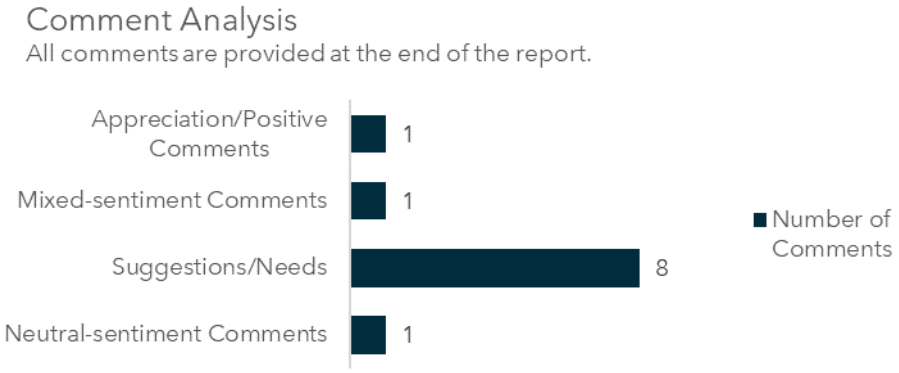


Compared to Prior Years

Note. % Strongly Agree + % Agree





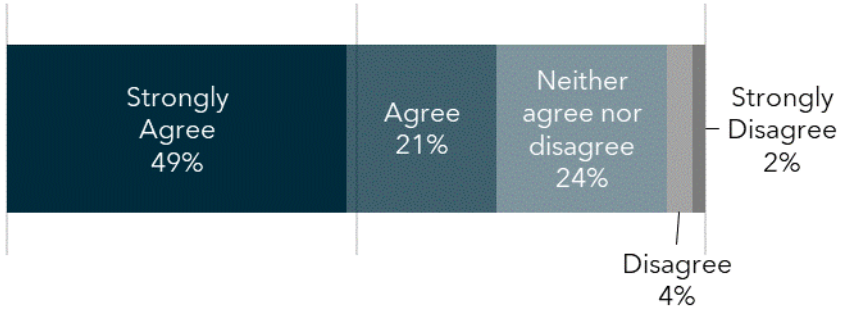


Other (write in) responses:

- CTE classes or assignments that match my grade level.
- help learn about cooking and life skills
- If I could work by myself
- Information for College
- money for ceramics program/art
- MORE ENTERTAINING WORK.
- more events or activities to help me learn
- teach more art like ceramics

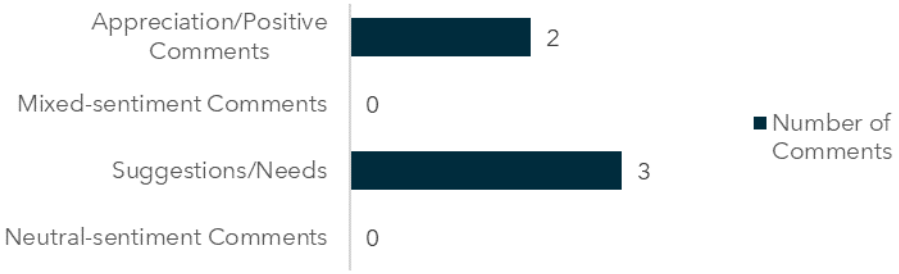
8. I feel safe when I am at my school site.

n=107



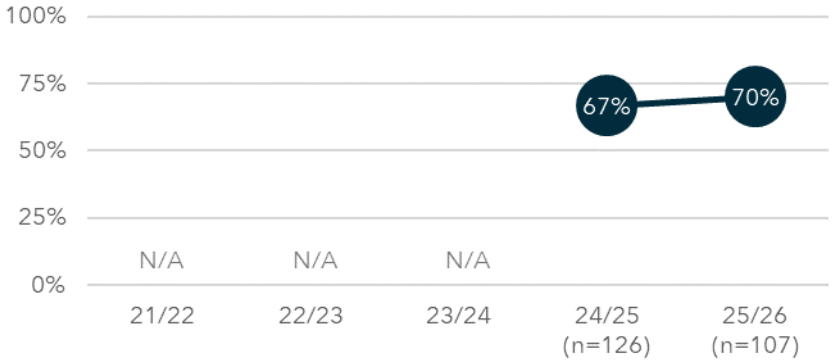
Comment Analysis

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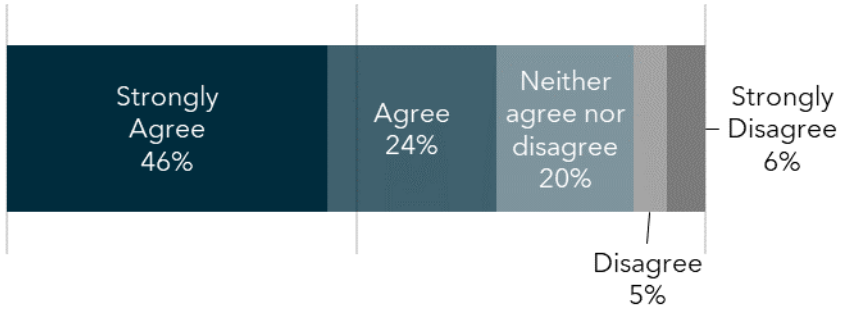


Compared to Prior Years

Note. % Strongly Agree + % Agree

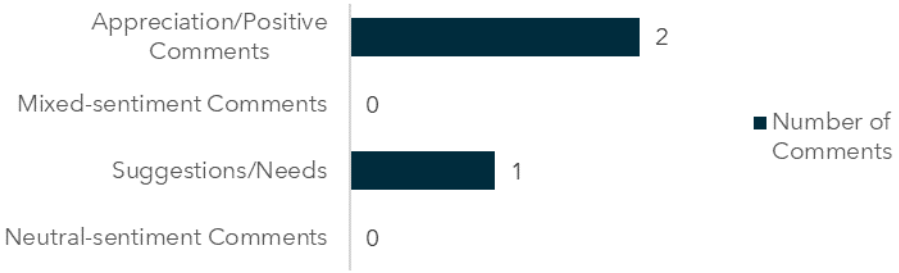


9. My school provides meaningful and engaging learning opportunities for me.
n=107



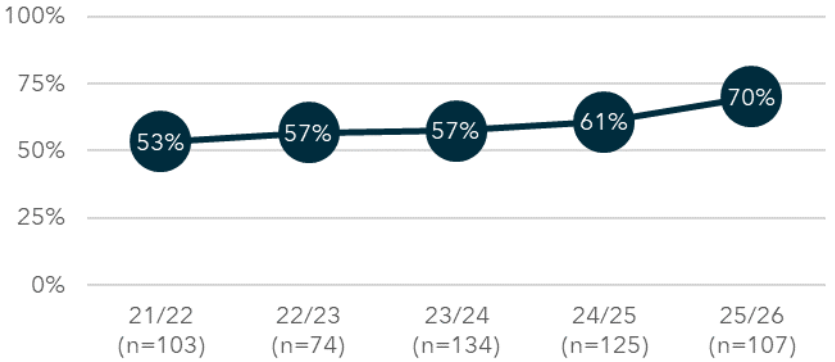
Comment Analysis

All comments are provided at the end of the report.

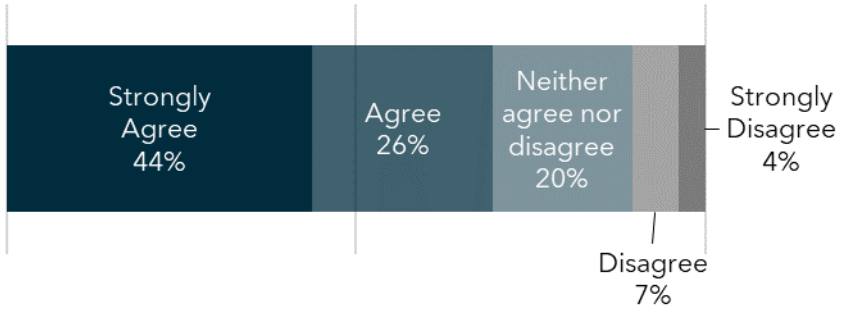


Compared to Prior Years

Note. % Strongly Agree + % Agree

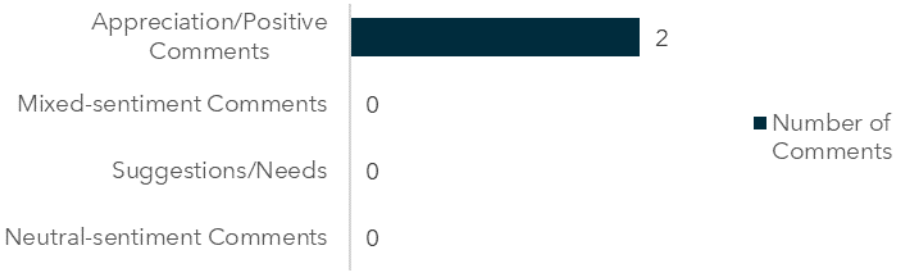


10. My school supports and values cultural diversity and inclusion.
n=105



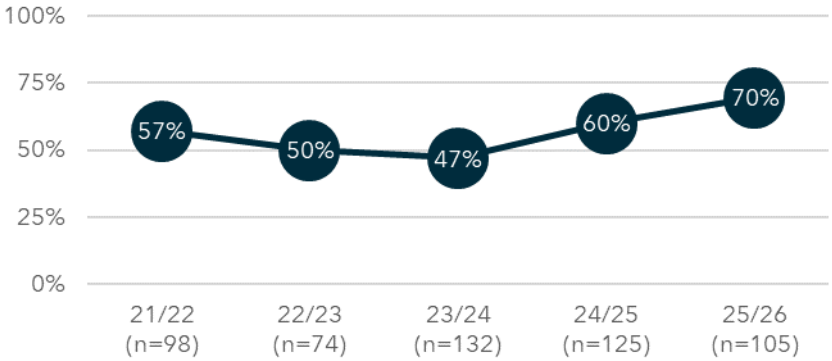
Comment Analysis

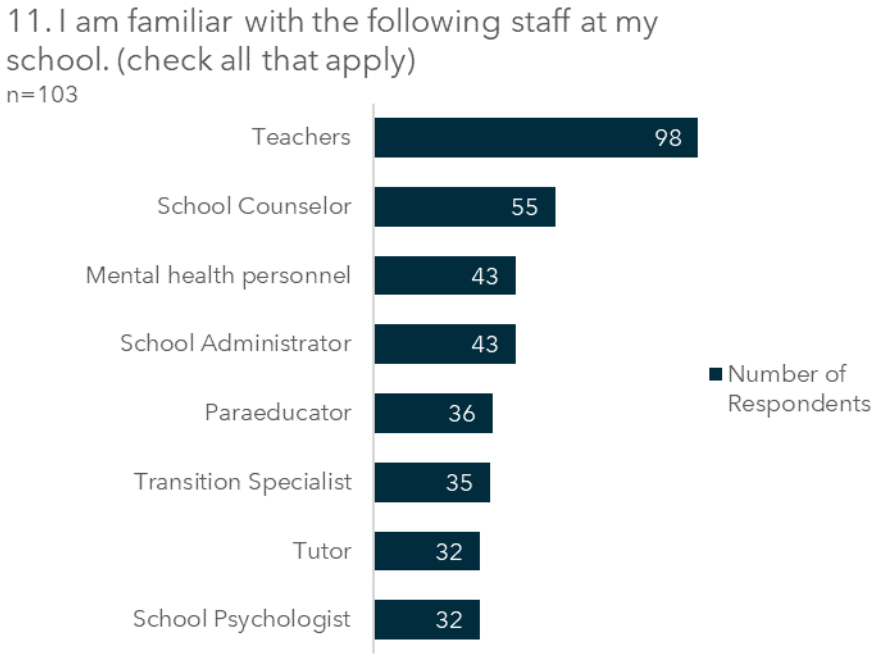
All comments are provided at the end of the report.

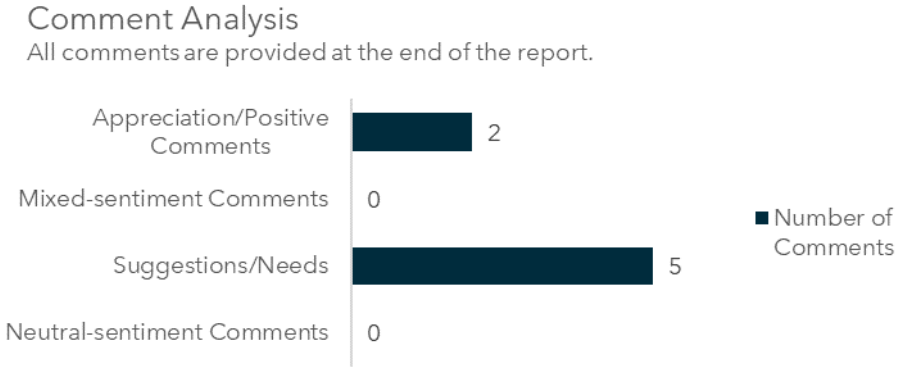


Compared to Prior Years

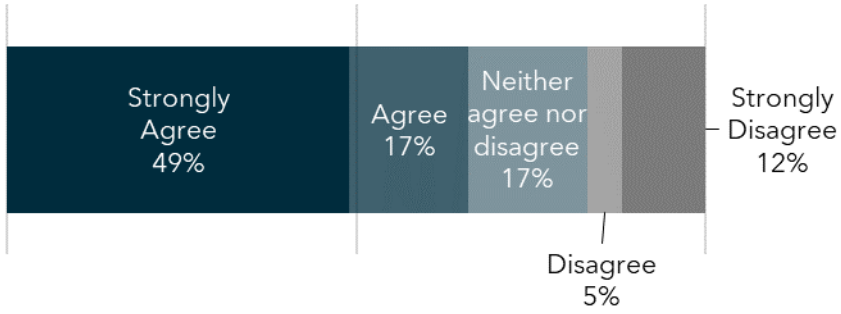
Note. % Strongly Agree + % Agree



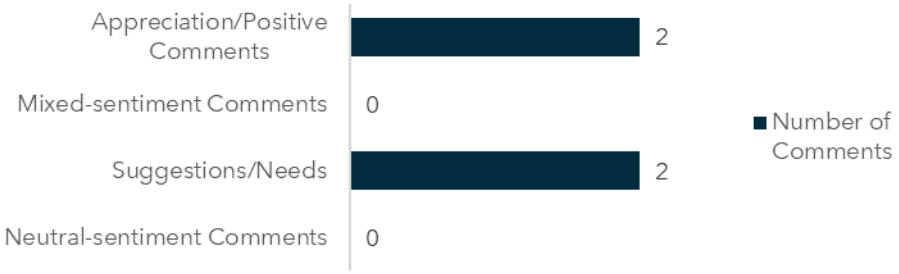

11. I am familiar with the following staff at my school. (check all that apply)
n=103
Teachers
98
School Counselor
55
Mental health personnel
43
School Administrator
43
Paraeducator
36
Transition Specialist
35
Tutor
32
School Psychologist
32
Number of Respondents


Comment Analysis
All comments are provided at the end of the report.
Appreciation/Positive Comments
2
Mixed-sentiment Comments
0
Suggestions/Needs
5
Neutral-sentiment Comments
0
Number of Comments

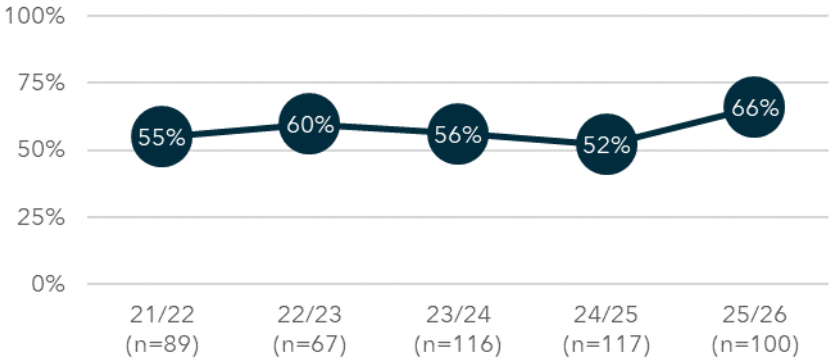
12. My school talks to me about and prepares me for future college and career paths.
n=100 (6th grade and up)



Comment Analysis
All comments are provided at the end of the report.



Compared to Prior Years
Note. % Strongly Agree + % Agree



Stefan Bean, Ed.D.
County Superintendent of Schools

Appendix E

ACCESS Parent Feedback

2025-2026

Prepared By:
Research, Evaluation, and Data Inquiry at OCDE
March 2026

The following is a summary of the data collected from a survey of ACCESS students' parents. This data summary is arranged to provide survey results by survey and by item.

Instrument:

Survey items were developed to capture respondents' perceptions of how well the district is achieving its LCAP goals. This survey is structured so that respondents would retrospectively report on the degree to which they felt each item was met, accomplished, or achieved.

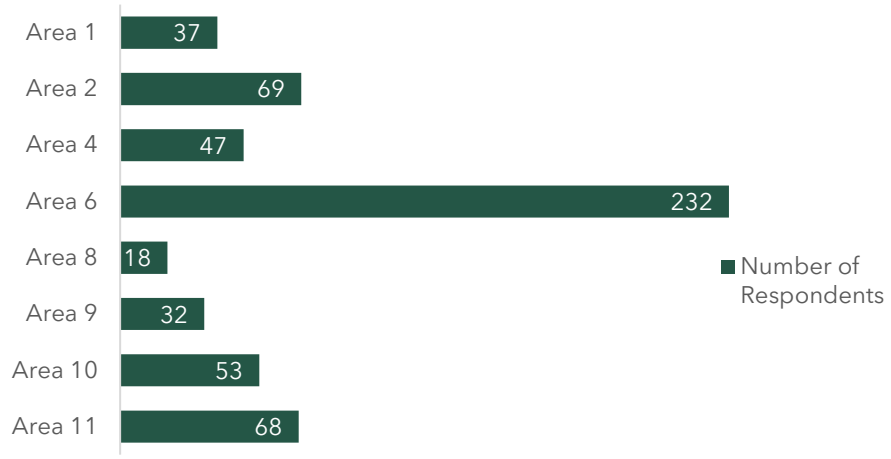
Method:

The survey was administered online with an approximate 16-week administration window: November 10, 2025, to February 27, 2026. Following the standard Research, Evaluation, and Data Inquiry (REDI) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 556 survey responses were received (N=556 parents).

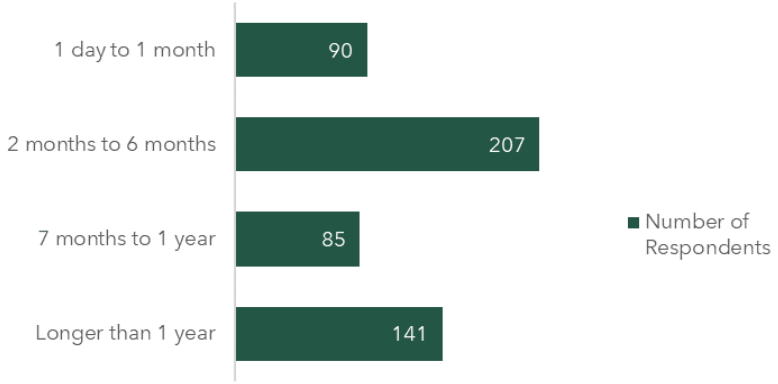
Analysis:

The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received. A comparison to prior survey data was conducted where possible.

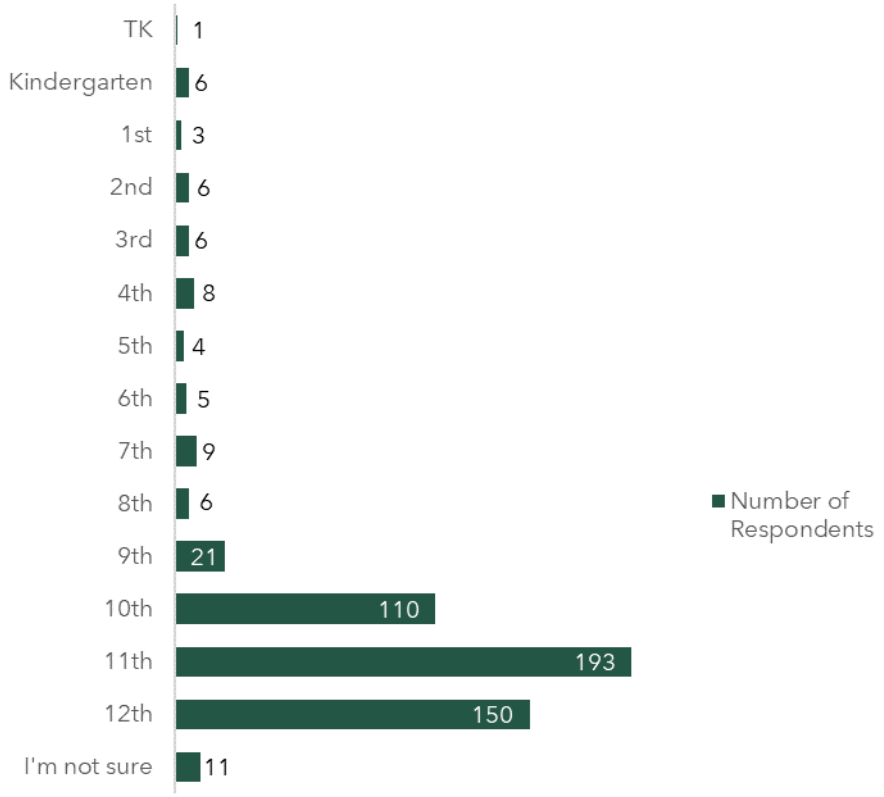
What Area does your child attend?



How long has your child been enrolled in an ACCESS school?

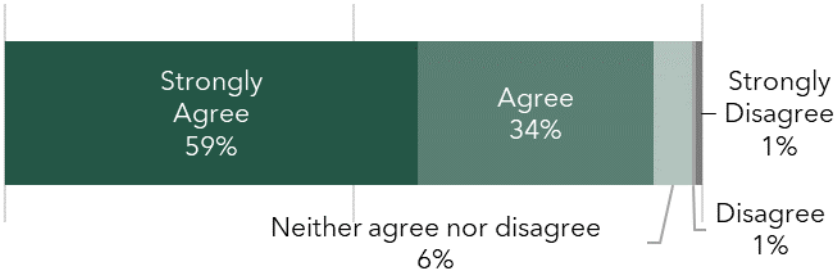


My child's grade level:



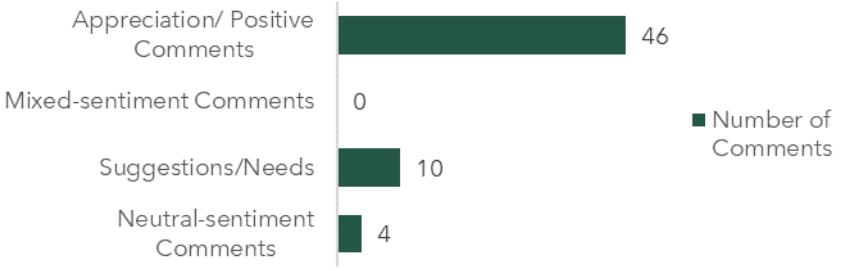
1. I feel my child is making academic progress.

n=543



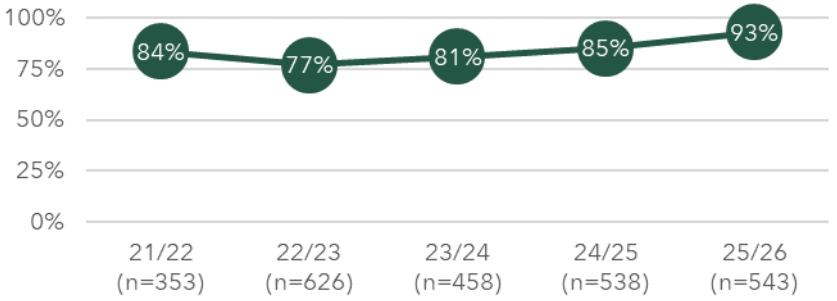
Comment Analysis

All comments are provided at the end of the report.



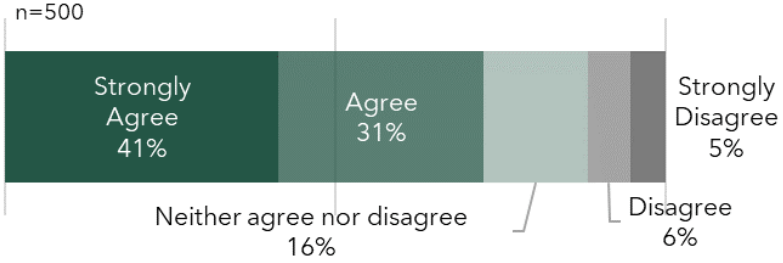
Compared to Prior Years

Note. % Strongly Agree + % Agree



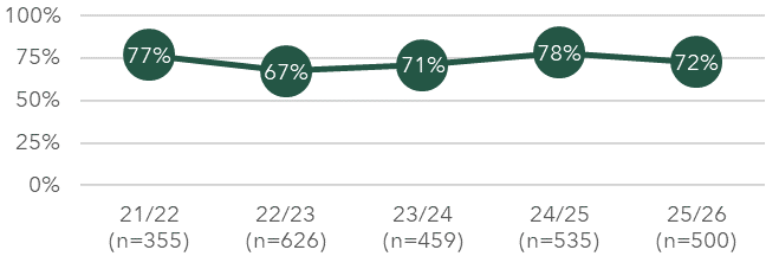
2. a) I have discussed my child's education with his/her teacher.

n=500



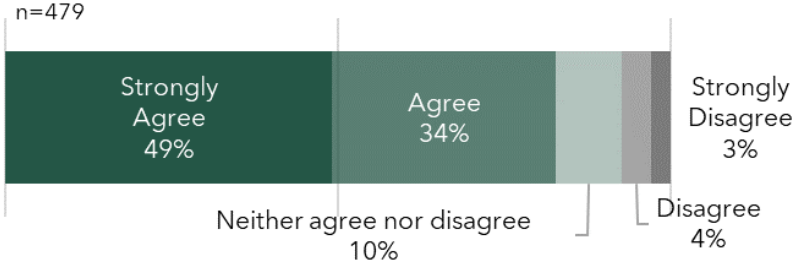
Compared to Prior Years

Note. % Strongly Agree + % Agree



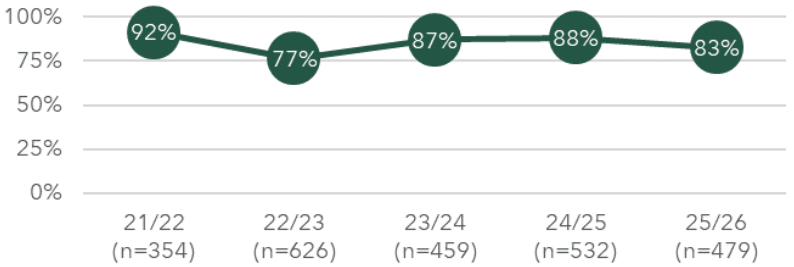
2. b) I feel comfortable reaching out to my child's school.

n=479



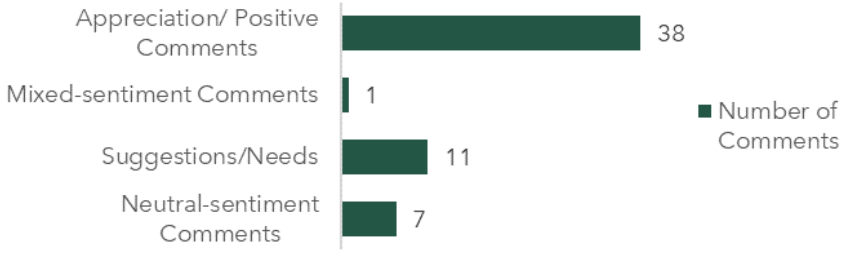
Compared to Prior Years

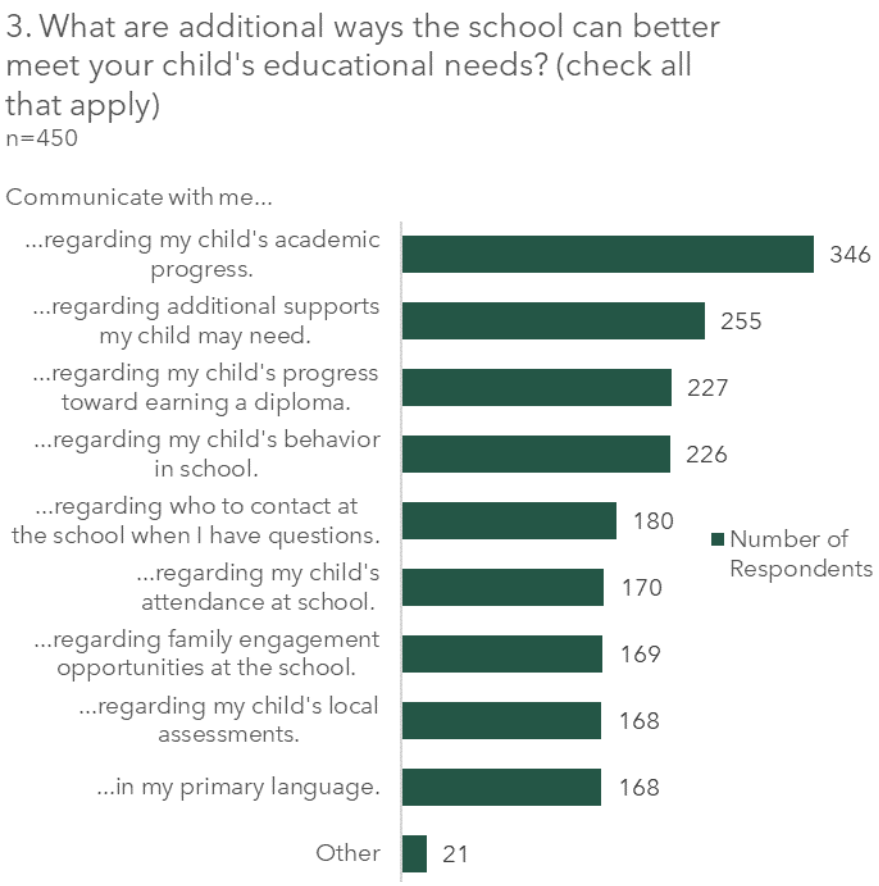
Note. % Strongly Agree + % Agree

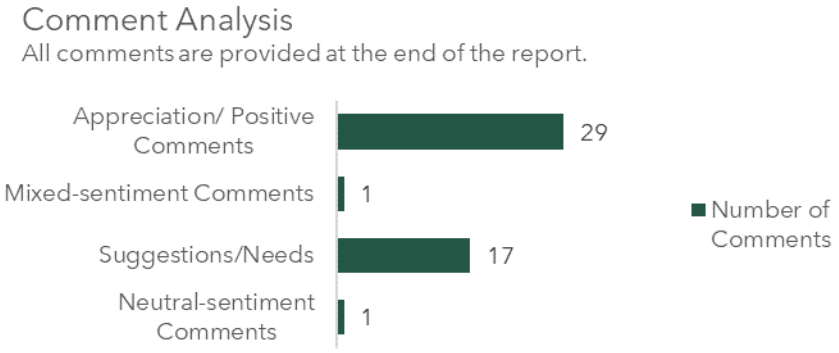


Comment Analysis

All comments are provided at the end of the report.

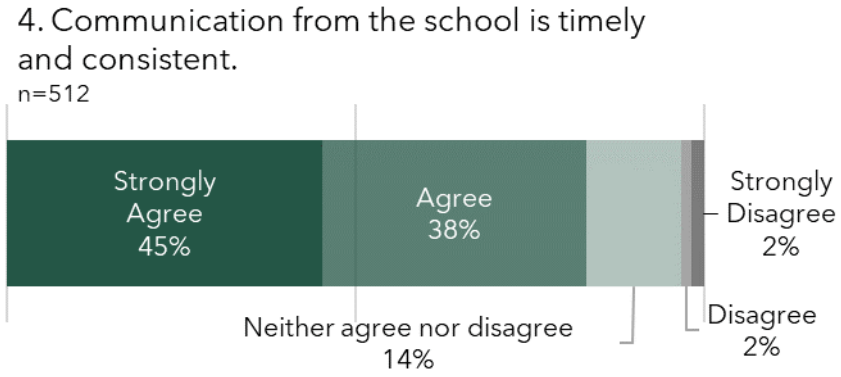


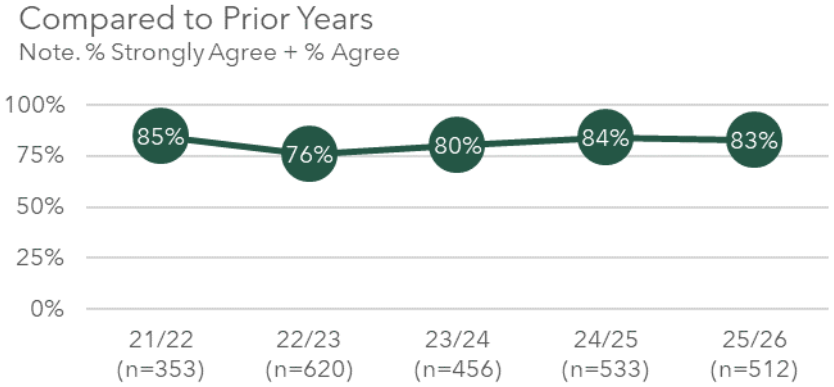




Other (write in) responses:

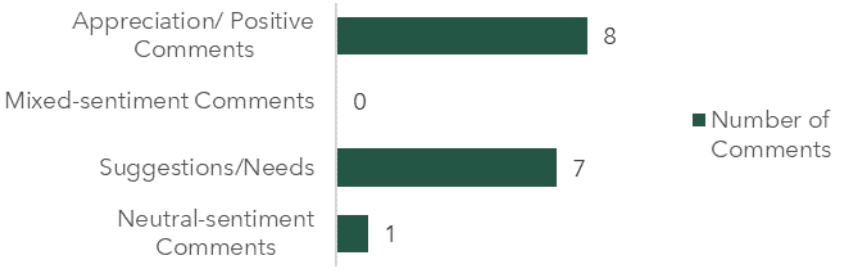
- Additional Tutoring
- Better communication with his progress.
- I would [like] to receive a call or text when is late or not attending school.
- I would like the school to provide physical activities like an after school program or a school program that provided exercise activities. They need that to motivate them and team leadership is important.
- Ways to encourage my child to complete his work.





Comment Analysis

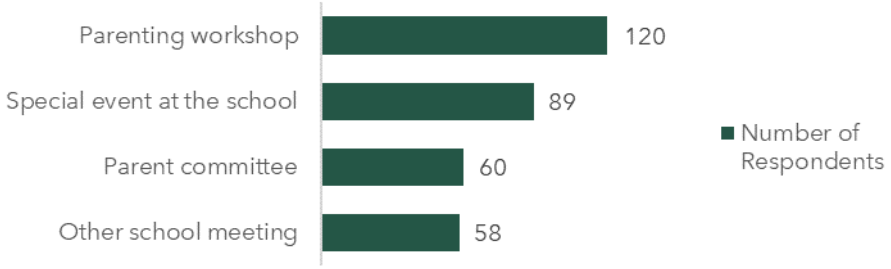
All comments are provided at the end of the report.



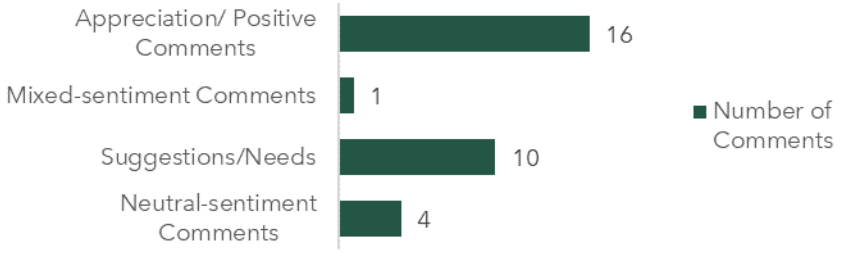
5. a) Have you attended a school meeting, event, or workshop, either in person or virtually, during the last month?
n=553



5. b) If yes, what did you attend? (select all that apply)

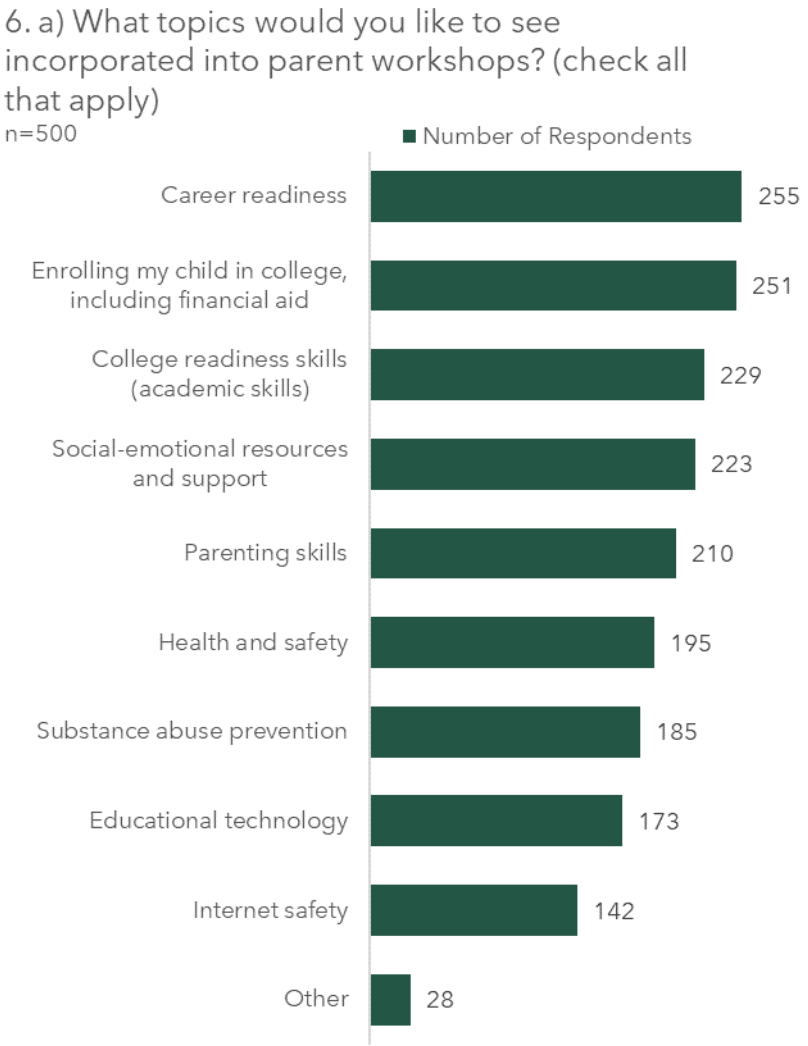


Comment Analysis
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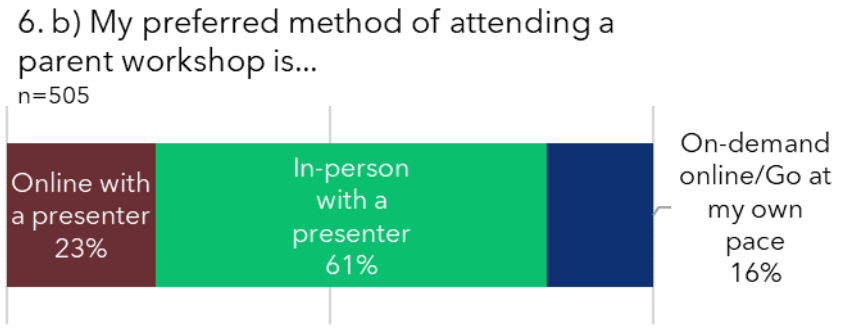
Other (write in) responses:

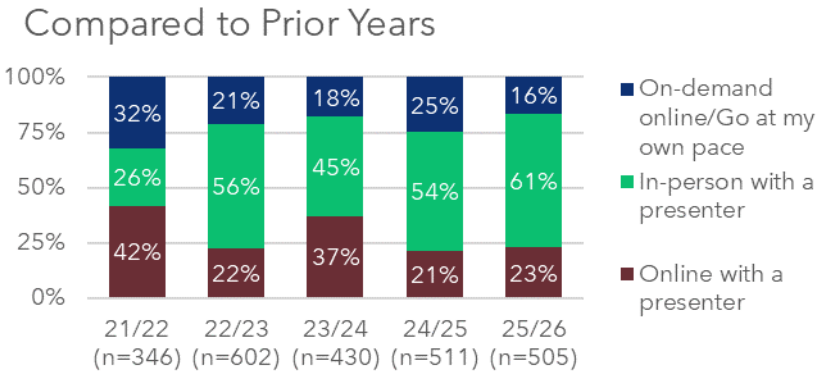
- 504 Plan/Follow up
- CASE CONFERENCE
- Counseling
- IEP
- Individual meeting for behavior
- Meetings with teacher and admin to address issues with my daughters work/lack of work
- Orientation, picking classes with advisor
- Parent conference
- Parent Teacher Meeting
- placement review
- return to school re-entry mtg
- SIT
- Turn in Month
- Tutoring

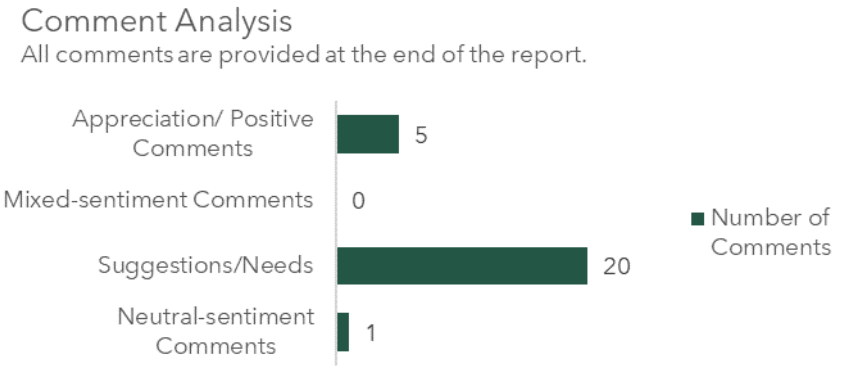


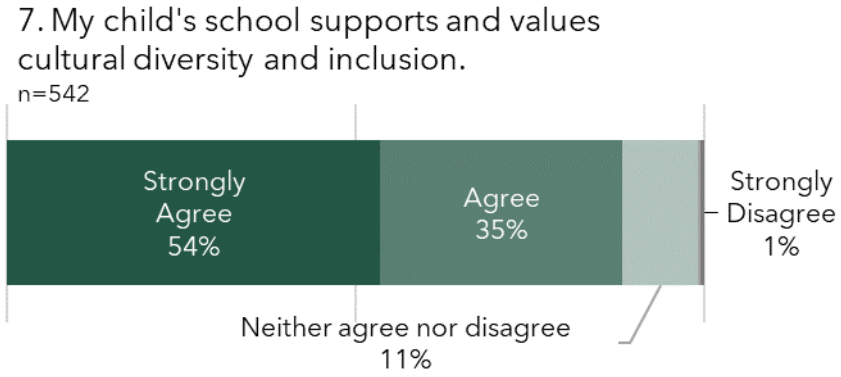
Other (write in) responses:

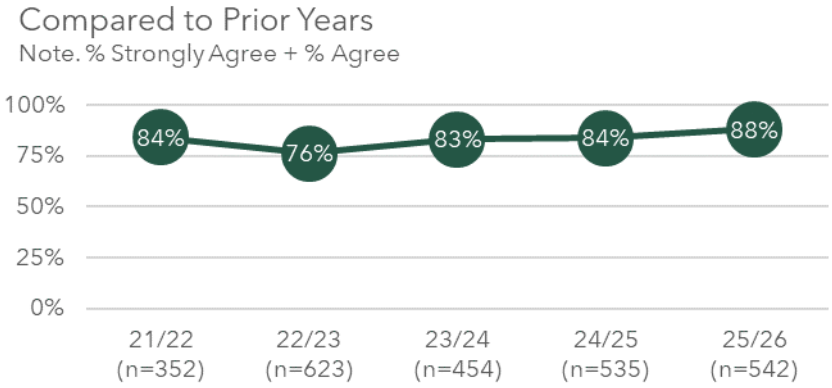
- Awareness and access to the IEP.
- Dual Enrollment
- economic studying
- Financial guidance
- Financial Literacy
- firearm safety
- help my son get a job
- Housing and Shelter for families
- How she was doing with her classes
- jobs
- Practical Life Skills
- practice the faith
- Taller de padre [parent workshop]
- Tutoring
- workshops with both parent and student to bring community.

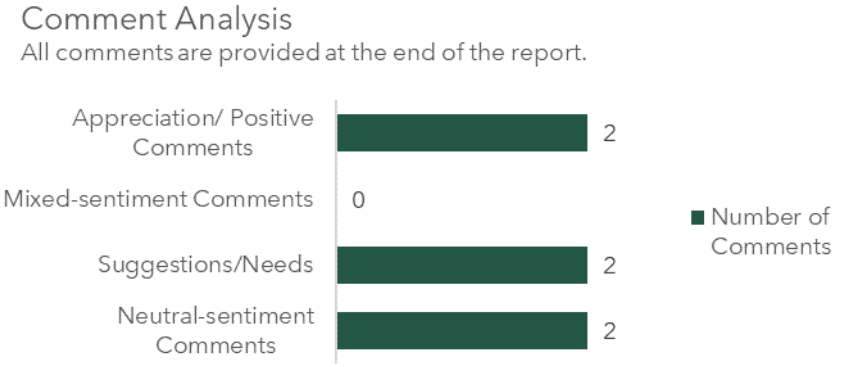

6. b) My preferred method of attending a parent workshop is...
n=505
Online with a presenter 23%
In-person with a presenter 61%
On-demand online/Go at my own pace 16%

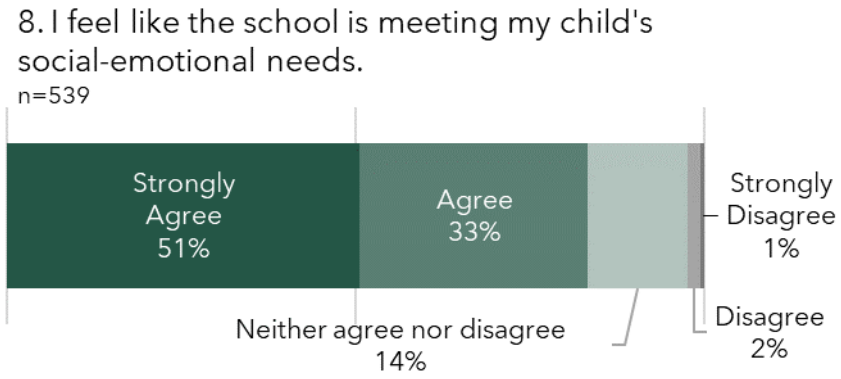

Compared to Prior Years
100%
75%
50%
25%
0%
32%
26%
42%
21%
56%
22%
18%
45%
37%
25%
54%
21%
16%
61%
23%
21/22 (n=346)
22/23 (n=602)
23/24 (n=430)
24/25 (n=511)
25/26 (n=505)
On-demand online/Go at my own pace
In-person with a presenter
Online with a presenter

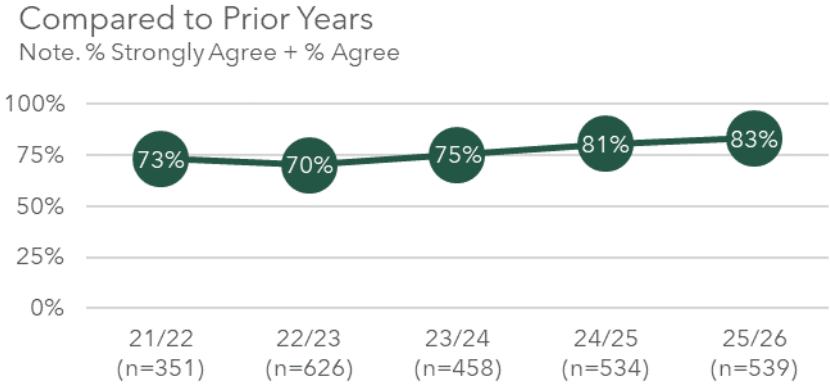

Comment Analysis
All comments are provided at the end of the report.
Appreciation/ Positive Comments
5
Mixed-sentiment Comments
0
Suggestions/Needs
20
Neutral-sentiment Comments
1
Number of Comments

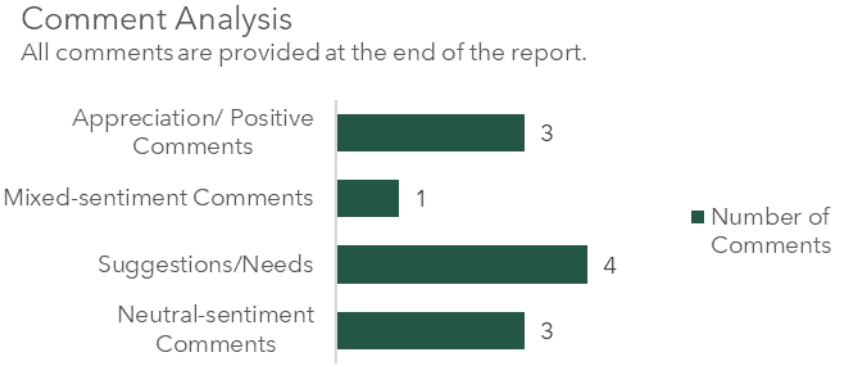

7. My child's school supports and values cultural diversity and inclusion.
n=542
Strongly Agree 54%
Agree 35%
Strongly Disagree 1%
Neither agree nor disagree 11%


Compared to Prior Years
Note. % Strongly Agree + % Agree
100%
75%
50%
25%
0%
84%
76%
83%
84%
88%
21/22 (n=352)
22/23 (n=623)
23/24 (n=454)
24/25 (n=535)
25/26 (n=542)


Comment Analysis
All comments are provided at the end of the report.
Appreciation/ Positive Comments
2
Mixed-sentiment Comments
0
Suggestions/Needs
2
Neutral-sentiment Comments
2
Number of Comments

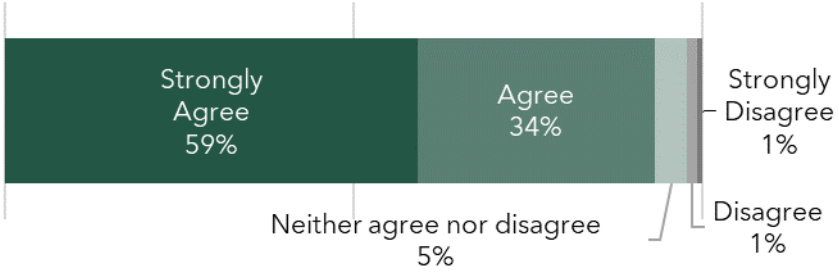

8. I feel like the school is meeting my child's social-emotional needs.
n=539
Strongly Agree 51%
Agree 33%
Neither agree nor disagree 14%
Strongly Disagree 1%
Disagree 2%


Compared to Prior Years
Note. % Strongly Agree + % Agree
100%
75%
50%
25%
0%
73%
70%
75%
81%
83%
21/22 (n=351)
22/23 (n=626)
23/24 (n=458)
24/25 (n=534)
25/26 (n=539)


Comment Analysis
All comments are provided at the end of the report.
Appreciation/ Positive Comments
3
Mixed-sentiment Comments
1
Suggestions/Needs
4
Neutral-sentiment Comments
3
Number of Comments

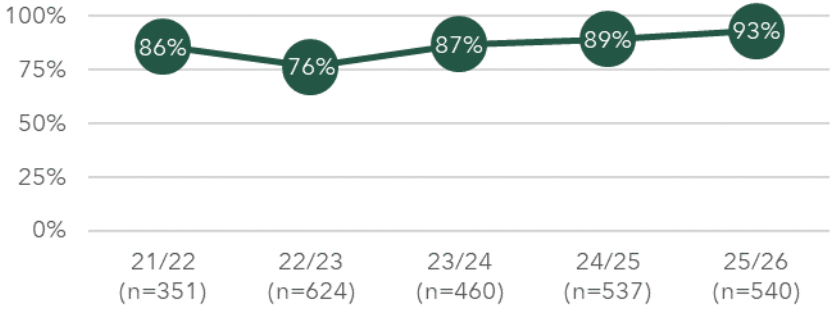
9. The school is a safe place for my child.

n=540



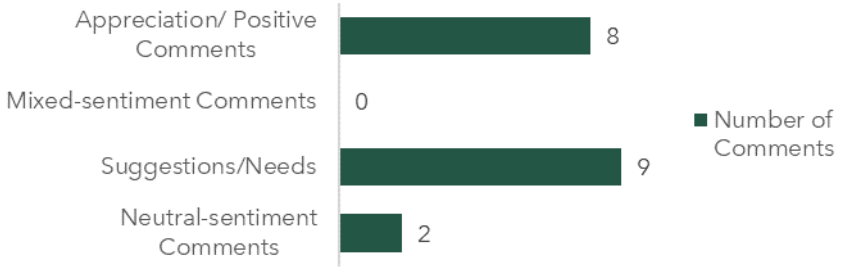
Compared to Prior Years

Note. % Strongly Agree + % Agree

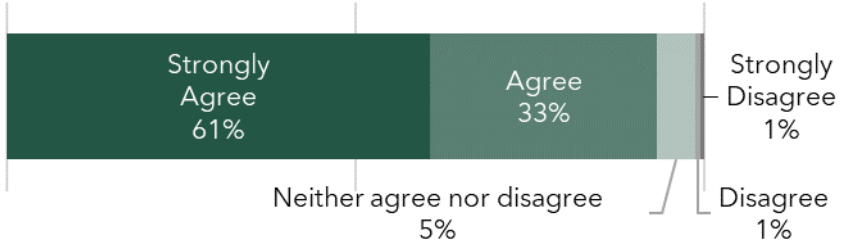


Comment Analysis

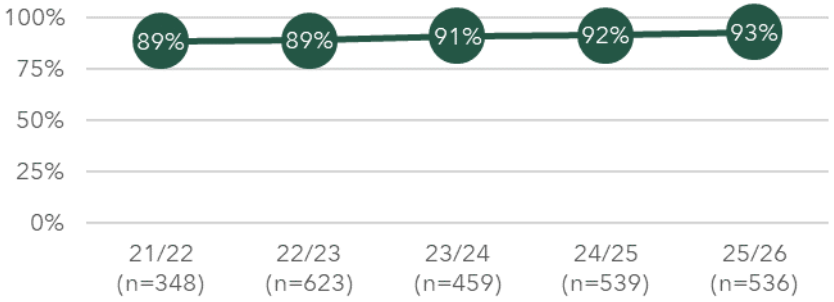
All comments are provided at the end of the report.



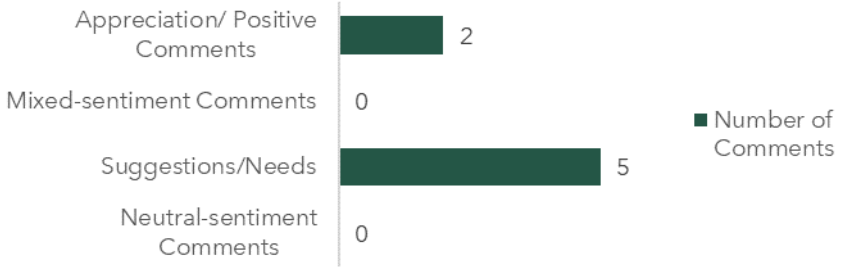
10. I agree with the priorities of the ACCESS school program: (Student/Parent/School Engagement, Student Outcomes, Conditions of Learning)
n=536



Compared to Prior Years
Note. % Strongly Agree + % Agree

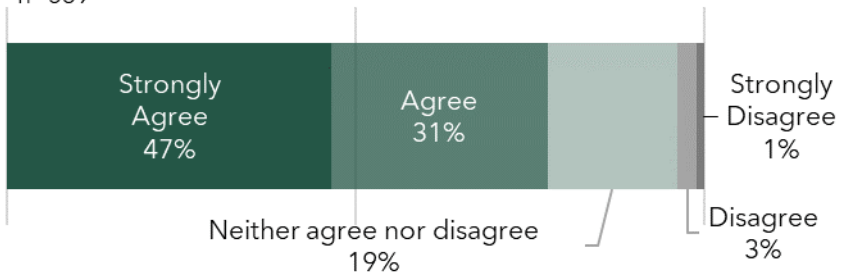


Comment Analysis
All comments are provided at the end of the report.



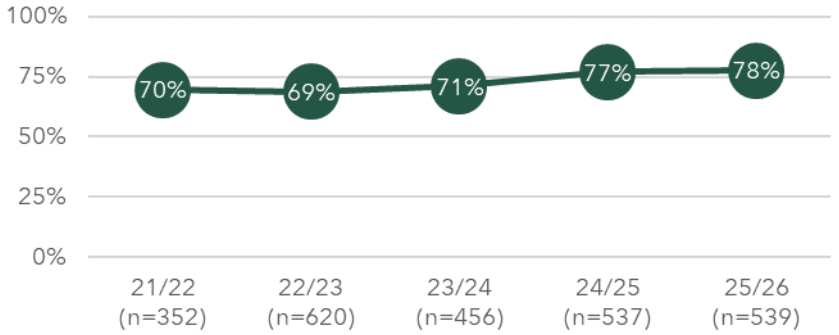
11. My child is being prepared for college, career, and/or life.

n=539



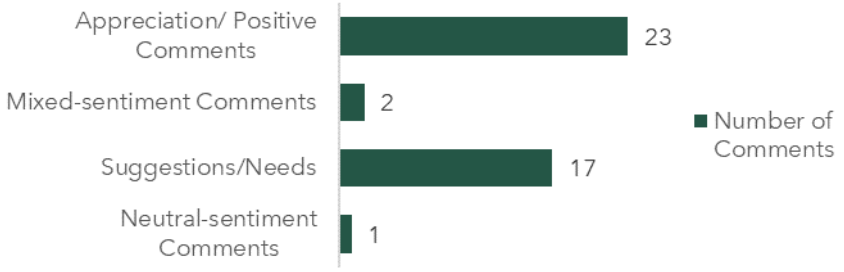
Compared to Prior Years

Note. % Strongly Agree + % Agree



Comment Analysis

All comments are provided at the end of the report.



Comments for 1. I feel my child is making academic progress.

Appreciation/ Positive Comments	• appreciates everyones help • At Sunburst, students do not have their electronic devices during class/learning time. They are on task learning the entire period. My daughter earned the honor roll. She is proud of her learning at Sunburst. • Behavior is better he likes the the support and staff doesn't feel judged. • best grades with this school • Desde que entro en esprograma mi hijo pienza en terminar su escuela bien. [Since my son entered the program, he has been thinking about finishing school well.] • El se siete valorado y motivado [He feels valued and motivated] • Estoy muy contenta por que todos los maestros y en general las personas son muy amables y ayudan mucho en lo que necesitas siempre [I'm very happy because all the teachers and people in general are very kind and always helpful with whatever you need.] • excellent! • Great! • he goes to school when he is in juvenile hall • I feel he is learning a lot more, but easily distracted. • I have seen a huge turnaround and improvement in my daughters academics. • I like how the school goes above and beyond to help my daughter reach our goals we placed and builds her confidence • I'm happy with improvement. • It was a total change • Me gusta el programa que tienen! [I like the program!] • Me siento muy contenta al saber q mi hijo a progresado mucho en lo académico como personal [I am very happy to know that my son has made great progress both academically and personally.] • Muchas gracias por todo [Thank you very much for everything] • Muy agradecido por el trato que le dieron a mi hijo [Very grateful for the way they treated my son] • Muy bien [Very good] • Muy buen programa [Very good program] • My child feels secure and more confident • My child is more interested in her grades and asking for help. • My child seems very motivated to attend school. I got input from his SPED teachers saying he puts a lot of effort in his work.

Comments for 1. I feel my child is making academic progress.	
	• My child went from F's and D's to straight As! • My child will be graduating high school a semester early because of the progress made with Sunburst Youth Academy. • My daughter has improved so much in the short time she's been at Skyview • My grandson's teachers are very helpful and patience with him • My son has written to me and has expressed how he has enjoyed his time in class. His perspective is very different now. • Outstanding faculty! • Progreso mucho, estoy feliz por ella. [She's making a lot of progress, I'm happy for her.] • School going well. Better performance from my child vs traditional setting • School teachers and counselors are performing an outstanding job to support students progress • [Staff member] and team does a great Job!! I recommend strongly to consider giving the school an award!!! 🏅 • Teachers and staff are very supporting • thank you • Thank you soo much for the support and big change • The school helped him be more confident in himself. He really enjoys his teacher. • The staff has been encouraging, and I appreciate that the male staff spoke to him. He needs more male support. • The Teacher at the school is helping him to do good and to get ready for college • The teacher supported him and made him feel smart and seen. His confidence was raised. He had a great change due to the support. He felt like a human being and was not labeled. • The teachers and patient and kind • very proud of the change/improvement • We had issues over summer but she is back on track • went to 4.0 very impressed • When he wrote me letters telling me he is learning a lot and reading now compared to when he was in Jordan
Mixed-sentiment Comments	None received
Suggestions/ Needs	• Have not seen any grades posted yet.

Comments for 1. I feel my child is making academic progress.

	• La pregunta es un poco difícil. Afuera no iba a la escuela. Ahora que está adentro, espero que sí. No sé exactamente cómo está ahorita. [The question is a bit difficult. He wasn't going to school when he was outside. Now that he's inside, I hope he is. I don't know exactly how he's doing right now.] • My daughter deals with drug addiction. She already has her focus taken off of academics and hangs out with street friends. • my son needs help his english is not good, he is shy • my son needs help reading and spelling. • No hay mucho informacion [There isn't much information.] • No sé exactamente cómo va el progreso en la escuela porque no tengo la información. [I don't know exactly how he/she is progressing at school because I don't have the information.] • Not much updates • Not really familiar or the classes taking. • siento que necesita mas apoyo academico [I feel he/she needs more academic support]
Neutral-sentiment Comments	• ACESS SCHOOL IN LA HABRA • He has had a bit of a slow start, but it is not the fault of the school that he has not made much academic progress. • I am unable to agree or disagree as far as his academic progress since he just started school and am not aware of his progress • N/A too early

Comments for Communicating with the Teacher or School (items 2a and 2b)

Appreciation/ Positive Comments	• Amazing staff always helpful and positive. • any time • Counselor has been great. • Discussed w/home teacher & (504) plan • Every one are very helpful with the needs of my grandson • Everyone at the school site has been excellent to work with. They are supportive and helpful and really care about my daughter. • Everyone is very polite • from F's to straight A's • he has completely turned it around for the better. from F's to A's • I am so glad that my kids attend Skyview the teachers are great they care about there students. • I have all the contact information in case I need questions • I will be able to meet/talk with my daughter's teachers at the open house next week. Sunburst is an unique program so it is a little difficult to meet the teachers because the students live on campus. But, I am certain that my daughter is learning and being held accountable for her work/grades. • I'm very satisfied • me ha gustado esa esceula porq mi hijo s siente seguro y los talleres q ofrecen a los padres tambien ha sido una herramienta muy importante para mi como padre y todos los programas q ofrecen gracias a todo el personal [I liked that school because my son feels safe there, and the workshops they offer for parents have also been a very important tool for me as a parent, as well as all the programs they offer. Thanks to all the staff.] • Mi hijo a progresado mucho con calificaciones muy altas [My son has made great progress with very high grades] • Muy bien [Very good] • My child has been doing great and i understand the limited contact. • My child's attendance is a problem, but not related to the school. we struggle to get him out. The school has been open to listening to me about our struggles. • My son had a good team that go above and beyond for him • my son tells me he is doing better in school • Ninguno ni 7 [None, not even 7] • Response is on time all the time • SON ATENTOS Y AMABLES [They are attentive and kind.]

Comments for Communicating with the Teacher or School (items 2a and 2b)	
	• Staff is very nice and helpful • [Staff member] has been a great resource for my son. Very positive and encouraging. • [STAFF MEMBER] IS AMAZING • Sunburst una academia muy buena y aplicada en sus proyectos [Sunburst is a very good academy and very dedicated to its projects.] • The school has been a great support system. The school was very welcoming. At first, I was a bit skeptical but then I was able to connect with the teacher and liasion. • The school makes its known it's always open on helping out with anything as in resources, food pantry, diapers it's nice knowing we have extra support from the school • The Skyview staff are very helpful and I am comfortable speaking with them when needed. • The staff was very supportive and keep me up to date with his progress. • They always return my call when I call the front office, teacher or other staff. • Todos muy amables [Everyone was very friendly] • Totalmente satisfecha [Completely satisfied] • very supportive and letting her know what's going on • We are family at Skyveiw!! Love love love it!! • We have been able to speak with/meet with her teacher when needed. • Yes, they have always answered my calls and addressed my concerns.
Mixed-sentiment Comments	• Pudiera decir que sí, pero ahorita no tengo información. [I would say yes, but I don't have that information yet.]
Suggestions/ Needs	• But it was said in the beginning of enrollment • how do i get information to talk to my sons teachers • i dont know who to call • i dont know who to get a hold of for my kid • I haven't • If the teacher can provide more feedback of her progress like a report. • I've had no communication with his teachers. • No contestan [They don't answer.] • PCHS does not take parent concerns seriously and has failed in the past to follow up on shared concerns in a timely manner.

Comments for Communicating with the Teacher or School (items 2a and 2b)

	• The process is not always easy to get ahold of an academic adviser or a teacher. • would like a list or contacts for diff needs
Neutral-sentiment Comments	• Asta ahora no lo hemos hecho pues las clases apenas iniciaron. [We haven't done it yet because classes just started.] • have not had the opportunity • haven't done that yet • haven't had the chance to talk about her education. • I will discuss during open house. • Not yet, Parent Portal only • report card was mailed

Comments for 3. What are additional ways the school can better meet your child's educational needs?

Appreciation/ Positive Comments	• All Good • All of the many ways above are met and I am very happy of the communication the school has with me. • Comunicarme con los maestro en mi idioma principalmente [Communicating with teachers primarily in my own language] • Estoy satisfecha con todo [I'm satisfied with everything] • Everyone really is so amazing! • I feel some of the things I did not check are already met. • I feel the communication at PCHS has been great and have no complaints. • I think the school is doing great • Let us know when there is actual meat and eggs in the wonderful pantry!! It helps us greatly!?? I love this school and staff and all of its Team!!! • me siento muy comodo cuadola scuela medaiformasion [I feel very comfortable when the school provides information] • meets all expectations • Muy bien [Very good] • Ninguna!! todas están muy bien [None!! They're all great.] • Our school does all of these things • Our teacher does a great job communicating about everything and anything that would be beneficial for my student. • Parent Portal is awesome. Thank you. • satifacha con la comunicacion que ha recibido [satisfied with the communication she has received] • Siempre te dan toda la información que se necesita [They always give you all the information you need.] • The communication is good and enough so far • The food pantry and the boutique has helped us. • The school has been supportive in every step of the way. We were struggling with housing. They provided great resources and the warming hearts. • The Skyview program does amazing job communicating with me regarding my child's need. • The Skyview school communicates with me regarding my child. I have daily communication with his teacher. • The teacher always shared his progress and it was positive input. I took advantage of the parent workshop that helped me. This program was very beneficial to my family. • They are meeting my standards and my daughters standards they are very helpful in the San Juan cap

Comments for 3. What are additional ways the school can better meet your child's educational needs?

	• They communicate well • They do a pretty good job. Thank you. • They have done a wonderful job communicating and staying in contact with us about our sons education and progress. • Todo está muy bien y gracias por su apoyo con mi hijo. Estoy muy agradecida con todos porque él ya está regresando al distrito de Newport-Mesa y él ha podido acumular muchos créditos con ACCESS. [Everything is going very well, and thank you for your support with my son. I am very grateful to everyone because he is already returning to the Newport-Mesa school district, and he has been able to accumulate many credits with ACCESS.]
Mixed-sentiment Comments	• I really like the teacher and she answers my questions. I would like more follow up by her on his progress.
Suggestions/ Needs	• Any communication in regards to daily schooling updates would be nice • Attendance needs to be improved. Dad and I are separated and there was a restraining order against him. The school didnt even ask for the court papers so I was feeling nervous of how they were going to communicate with him. They stopped communicating with me when he stepped in as she was living with • Better communication about student's earned credits towards graduation • English • Espanol [Spanish] • Frequent updates would be great. • I feel like my child needs additional assessments, more time with the tutor and any other support staff that can provide one on one time. • I tried reaching out to the person that was to be in charge and never replied. • I would like to support if possible, on zoom if the student has questions on their homework. If there was more opportunity in tutoring online if the student cant attend in person. This is a contract learning student. • If they can communicate with me in my own language. I would like to know how my daughter is doing and would like a progress report. • im a dad and my kid needs help with how to cope with our problems. it would be nice if we had meetings for the parents like when i come to visit him • My student needs additional math support. Also I feel that Algebra is no longer needed. • Need more clarity in communication and how I can get involved.

Comments for 3. What are additional ways the school can better meet your child's educational needs?	
	• Si la escuela comunica conmigo, puedo hablar con mi hijo sobre lo que pueda hacer o animarlo. [If the school contacts me, I can talk to my son about what he can do or encourage him.] • Since learning is all online and we don't know how much time is applied to school work, a daily update of how much time or how many assignments would be helpful. • the school should provide regular report cards and information about my student's progress in obtaining credits towards graduation to me. • Vietnamese if available
Neutral-sentiment Comments	• My child has been at Sunburst less than a month and might be too soon for the school to communicate any reports yet...

Comments for 4. Communication from the school is timely and consistent.

Appreciation/ Positive Comments	• Communication with teachers is clear and effective. • great! • I am aware and had been informed how they are going to work and guide the students • I like how there's many options when it comes to communication we can call, text and email makes it way easier • La semana pasada hablé con la terapeuta de mi hijo sobre la situación del hogar. La enlace de familia me llamó y me ofreció apoyo a mi familia. Por el momento estamos bien, pero ella ofreció servicios. Me llamó unos días después para preguntar si había cambiado de idea. [Last week I spoke with my son's therapist about the situation at home. The family liaison called me and offered support to my family. We're doing okay for now, but she did offer services. She called me a few days later to ask if I had changed my mind.] • Muy bien [Very good] • Perfect • The school does a great job with communicating.
Mixed-sentiment Comments	None received
Suggestions/ Needs	• could be a little more prompt. • Days closed or holidays should be sent to parents. • I wish there was more communication. • No recibo informacion [I am not receiving information] • PCHS communications do not consider non-vaccinated students nor offer like alternatives or outside resources for unvaccinated children. When these instances are identified, PCHS does not respond in a timely manner. • She worked hard to receive credits in Math to find out she was correct in what she communicated upon assignment of credits/classes that she was repeating same math. Now has to wait till fall to take next level. • Sometimes school events are posted last minute.
Neutral-sentiment Comments	• More time

Comments for Events Attended (items 5a and 5b)

Appreciation/ Positive Comments	• As a parent I learned so much and I took advantage of the resources. • Eh aprendido mucho como seguir guiando a mi hijo para el mejor comportamiento y educación [I have learned a lot about how to continue guiding my son towards better behavior and education] • Estoy en n padres unidos muy buena las clases [I'm in the United Parents program, the classes are very good.] • First meeting next week. Will attend for pardes meeting. • I go with my daugher to turn in her homework and hear what they tell her about the next homework. • I live in fresno and do attend padres unidos via zoom. • I met with the teacher to discuss my students progress towards graduation and getting a diploma • I try to be engaged in mostly all the events teachers and staff make it very fun and enjoyable • I will be attending. Parent workshop on feb 5 ,2026 • It was a great event to reconnect with my cadet. • Juntas para platicar sobre cómo está trabajando mi hija y lo que tenemos que cambiar y mejorar [Meetings to discuss how my daughter is doing and what we need to change and/or improve.] • Meeting DELAC Meeting Padres Orange County • Muy bien [Very good] • Padres Unidos in person and zoom - great program, very supportive fo parents. Padres Unidos goes above and beyond. • Padres Unidos was a great resource. • the parent workshop was very interesting. I learned a lot.
Mixed-sentiment Comments	• No e podido hacistir por el trabajo pero estoy enterada de las juntas por los mensajes que mandan a mi celular [I haven't been able to attend because of work, but I'm aware of the meetings through the messages they send to my cell phone.]
Suggestions/ Needs	• communicate more on calls and emails more specific/specify if for female or male times. • Due to being handicapped. • I don't believe any were offered. • I wasn't aware there was meetings for parents at juvenile hall. • it would be nice to have something for the parents • There have been multiple instances where my children were invited onto campus, only to be turned away due to their vaccination status. This was the sole reason we originally came to CHEP/PCHS. • this school doesnt have meetings for parents • we dont know about school meetings

	• what meetings do they offer here at juvenile hall for parents • what school meetings are offered. i only hear from probation
Neutral-sentiment Comments	• Classes have not started yet • Desconosco fechas para participar [I don't know the dates for participation] • It's required. • Solamente para matricularla [Just to register her]

Comments for Parent Workshops (items 6a and 6b)

Appreciation/ Positive Comments	• Everything is great! [Staff member] does a great job her and team • Gi lo personal para mi me gusta asistir porque puedo hacerlo mejos. [Personally, I like to attend because I can do better.] • Glad with choices, comes in handy • I like in person, however the zooms have been awesome as well. • Muy bien [Very good]
Mixed-sentiment Comments	None received
Suggestions/ Needs	• As I work night shift it is more suitable for me to attend online if possible • both • dependiendo en los horarios [depending on the schedules] • en linea porque aveces no hay tiempo [online because sometimes there's no time] • Evening classes after 5pm • I actually prefer all forms of communication for attending a parent meeting. All should be available to meet the needs of the parents. • I would like more support for mental health workshops for her at school. I would like to see more family or game nights. I would like to be in the event planning. More opportunities for parents to share their voice. We need more manual activities. not just sitting and listening to information. • I would like more support in navigating apps and the emails on my phone. It is difficult for me to attend in person mtgs because I am handicapped. • Me gustaría participar en talleres para padres y familia, junto a mi hijo. [I would like to participate in workshops for parents and families, together with my son.] • my son wants to work but he needs help. i dont think anyone will hire him because hes been in juvenile hall • online and in-person are both good ways, but when unable to be in person, online works. • Online would work best for me • oportunidadeis de emprendimiento para el migro como un negocio [entrepreneurial opportunities for migration as a business] • oportunidudes para emprendimiento asesoramiento para el mismo (negocio) [Opportunities for entrepreneurship and advice for the same (business)] • Por cuestiones de transportación en línea sería más fácil. [Due to transportation issues, the online option would be easier.]

Comments for Parent Workshops (items 6a and 6b)

	• resources for parents • Si no puedo, quisiera hacerlo por teléfono. [If I can't do it, I'd like to do it by phone.] • Since I live in San Diego, going to an in person meeting is not possible. Zoom or a phone call would work. • thou I dont mind in person or online. • Traffic in the afternoon - thank you
Neutral-sentiment Comments	• my son has a hard time learning but wants to have a good job

Comments for 7. My child's school supports and values cultural diversity and inclusion.

Appreciation/ Positive Comments	• Muy bien [Very good] • To the best of my knowledge it has never come up or been an issue.
Mixed-sentiment Comments	None received
Suggestions/ Needs	• Her son expressed to her that her experienced racism from his a couple of his teachers. • PCHS does not demonstrate, enforce nor value inclusion. This institution discriminates against my children by excluding them from on and off-campus activities, sending communications about events that they clearly cannot participate in, most notably their graduation ceremony this year.
Neutral-sentiment Comments	• I can't answer that because I don't know. • i dont really understand this question

Comments for 8. I feel like the school is meeting my child's social-emotional needs.

Appreciation/ Positive Comments	• I feel the teacher tries to help her, but my daughter is very shy and is working on that. • Muy bien [Very good] • [Staff member] is very in touch with my student's needs and family's situation.
Mixed-sentiment Comments	• There is one staff member my child feels does not like him, but don't have other teacher's viewpoint, just my child's. So I'm not sure if there is any misinterpretation.
Suggestions/ Needs	• Being 100% online has caused social issues, but I am not sure an in person event/lesson would help. • How can PCHS meet my child's social-emotional needs when they have only alienated them from school activities, and never offering an equal alternative? We came to PCHS for an independent study program that fostered fairness and inclusion, but these are not part of PCHS's core values. • my son has a bad temper • No he recibido informacion [I have not received any information]
Neutral-sentiment Comments	• I do not know. • I will know more today when I ask him. • mas o menos [more or less]

Comments for 9. The school is a safe place for my child.

Appreciation/ Positive Comments	• Hablando actualmente [Currently] • he likes school better in jail then when he is out. • Muy bien [Very good] • Para mí en lo personal es una bendición esta escuela en el apoyo q ofrecen y la seguridad q ay [Personally, this school is a blessing because of the support they offer and the security they provide.] • thank you for making it safe. • They make sure they are safe • This school feels much safer than her last school. • Yes, I have felt more comfortable knowing both my students are in the school. I have not had any issues with safety there.
Mixed-sentiment Comments	None received
Suggestions/ Needs	• he gets into fights • I know it's high school but kids walk in and out without supervision or walk around the building alone. • I wanted him in Contract Learning due to clicks and groups that I saw in the day school. Preventing him to be part of those groups. This was a decision was based on safety. • I would like to see staff security outside of the campus. Especially during dismissal or drop off. There are students that are in gangs and I want more supervision for my student. • My children are presently being threatened with not being able to attend their own graduation ceremony this year because of their vaccination status. How does this make them feel safe or even seen? • Not @ the YRCs for these types of boys.You are putting all these kids in the classroom together.Juvenile hall is the same thing because there is no other choice. The teachers need to be open to listening to the boys & not judge them by their looks.Need to listen before they react. give opportunities • Student was exposed to drugs and alcohol by other students. • tends to get in fights • There was a para educator that did not make my son or myself feel comfortable. She made negative facial expressions towards us. She had bad manners as well.
Neutral-sentiment Comments	• I do not know. • My child is having only online courses

Comments for 10. I agree with the priorities of the ACCESS school program. (Student/Parent/School Engagement, Student Outcomes, and Conditions of Learning)

Appreciation/ Positive Comments	• Estoy de acuerdo a toda las prioridades q les ofrecen a los padres como a los estudiantes y programas q en lo personal me son de mucha ayuda [I agree with all the priorities they offer to parents and students, and the programs that I personally find very helpful.] • Muy bien [Very good]
Mixed-sentiment Comments	None received
Suggestions/ Needs	• Its all about the student where we as parents need more support and backing. • No he recibidido informacion [I have not received any information] • Really need to include real-world financial literacy and emphasize truth in media and online. • The priorities of the ACCESS program seem to be about funding but not academics nor inclusion in the process. • We don't understand what she's doing. There is no communication.
Neutral-sentiment Comments	None received

Comments for 11. My child is being prepared for college, career, and/or life.

Appreciation/ Positive Comments	• absolutely agree • Everything has been good. I have no complains at all. • I appreciate the Skyview program and grateful type school for my child. My child has already made so much progress being here with all the supports. • I enjoy the pantry and the boutique it has helped my family. I am very grateful for the warming hearts. It truly blessed our family and we really needed it. I have had a great experience and so has my son. The school has made us feel welcomed. • I received a lot of help from the school with my son. I like the smaller setting for my child. • I'm glad that my grandson attended this school • I'm so grateful that my child was able to complete school at FVEC and that he is comfortable there. • Muchas gracias por su apoyo su academia es la mejor [Thank you so much for your support, your academy is the best] • Muy bien con mi hija y comida [Very good with my daughter and food] • my cadets change has been very positive, his way of thinking is completely different. • My son finally has goals. • Sí, porque le está enseñando lo necesario, algo nuevo y más seguro para él. [Yes, because it's teaching him what he needs to know, something new and safer for him.] • [Staff member 1] and [staff member 2] and I appreciate all of their assistance. • [Staff member] and staff made me feel really comfortable and helped us to get my student back to where they need to be. • Student started focusing on vision and goals. She has recevied hope at her school. • The contract learning has helped us with the flexibility of our family schedule. I am very grateful for the food pantry, the transition specialist and the referral to other resources. • The parent and student felt very welcomed and felt very important to be at school. [Student] had a big transformation being here. • the school is doing their best- my child's progress in academics has been great. ACCESS has helped tremendously. • The Skyview program has made a truly positive change in my student. He feels that his voice is heard and that he is seen as an individual. From the moment we met the staff and toured Skyview, the environment felt welcoming, and there was a positive feeling from everyone we met. • The Skyview staff is doing a great job. The program is help to my family.

Comments for 11. My child is being prepared for college, career, and/or life.

	• There has been a lot of resources, and it is up to my student to take it. For the short time that my student has been there, there has been support and follow up. The flexibility with our schedules and providing the warming hearts blessed our family. As a single mom, everything counts. • This is an outstanding school it makes learning enjoyable. • todo esta bien con la escuela [Everything is great about the school]
Mixed-sentiment Comments	• More support in transitioning into a shorter career. More knowledge of career pathways. The clothing and the pantry have benefited us as a family. • Yes she is being recommended to girls Christian academy!! No one has updated me yet though!!
Suggestions/ Needs	• Having more school site options with day school teachers. The site that she has only has one day school teacher. • I do not think he is being prepared for this at the moment • I just want to know how many credits my son has. • I know my son wants to go to college but we have no money • I would like him be more motivated and having more programs like different careers. • i would like my son to get a job. he needs help • I would like to meet with someone regarding my child applying for Financial Aid for college. • Me encantaría que la escuela hablara sobre la posibilidad de que mi hijo asista a la universidad. [I would really love the school to talk about my son going to college or university.] • my son has a bad attitude and doesn't know what to do after a diploma • Needs more information on scholarships and preparing for college. • No he recibidido informacion [I have not received any information] • No lo ha demostrado, pero espero que se esté tomando sus estudios más en serio. [He has not demonstrated it, but I hope he is taking his education more seriously.] • para la vida, le gustaria que se preparara para la universidad [For life, he would like to prepare for the university.] • PCHS teachers are late grading assignments, therefore causing unnecessary heart and headaches for students whose grades are not accurately reflected when reports are made available. • Sinceramente, no, porque no veo avance ni enfoque en el mismo. [Honestly, no, because I don't see any progress or focus on himself.] • There has not been any communication regarding any of the iabove from the school to me. • We need better communication of what's going on. I don't even know if she's in juvenile hall or if the place she's in right now is jail or not.

Comments for 11. My child is being prepared for college, career, and/or life.	
Neutral-sentiment Comments	• Lo animo a seguir para una carrera y por salir adelante [I encourage him to pursue a career and to succeed.]

Stefan Bean, Ed.D.
County Superintendent of Schools

Appendix E

ACCESS Instructional Staff Feedback

2025-2026

Prepared By:
Research, Evaluation, and Data Inquiry at OCDE
February 2026

The following is a summary of the data collected from a survey of ACCESS instructional staff. This data summary is arranged to provide survey results by survey and by item.

Instrument:

Survey items were developed to capture respondents' perceptions of how well the district is achieving its LCAP goals. This survey is structured so that respondents would retrospectively report on the degree to which they felt each item was met, accomplished, or achieved.

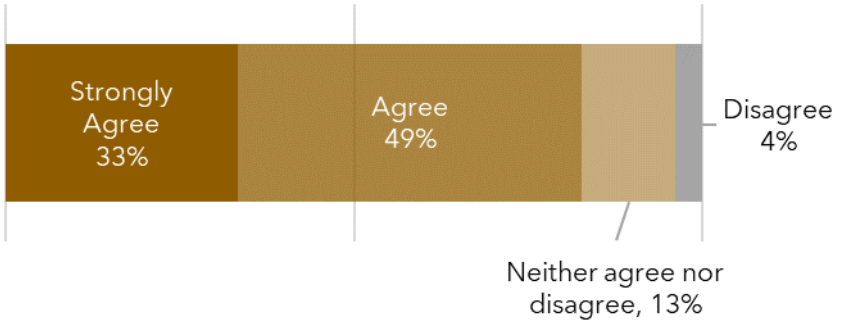
Method:

The survey was administered online with an approximate 14-week administration window: November 10, 2025, to February 9, 2026. Following the standard Research, Evaluation, and Data Inquiry (REDI) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 99 survey responses were received (N=99 instructional staff).

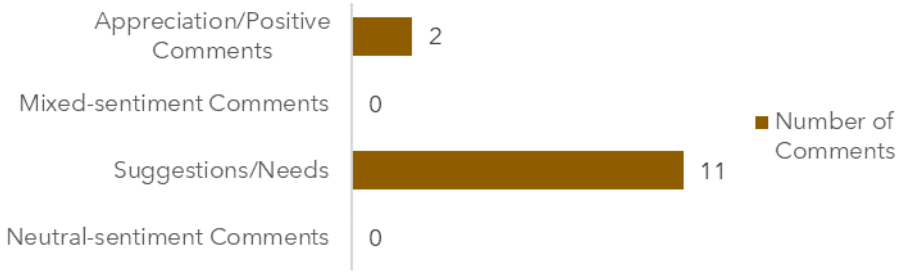
Analysis:

The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received. A comparison to prior survey data was conducted where possible.

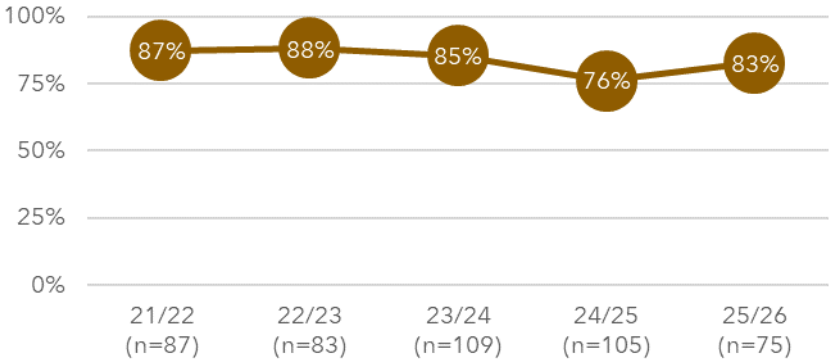
1. I am aware of the ACCESS goals, missions, and priorities.
n=75



Comment Analysis
All comments are provided at the end of the report.

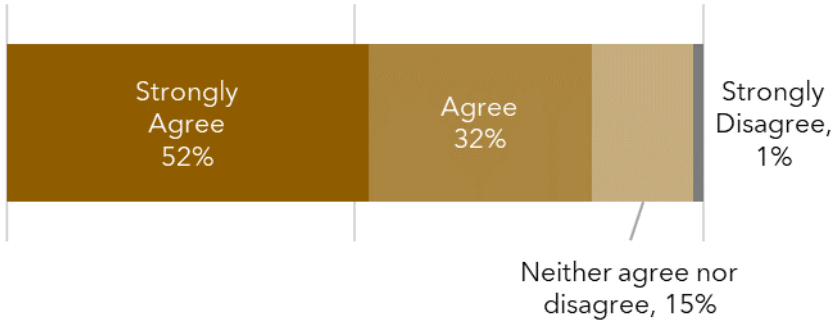


Compared to Prior Years
Note. % Strongly Agree + % Agree



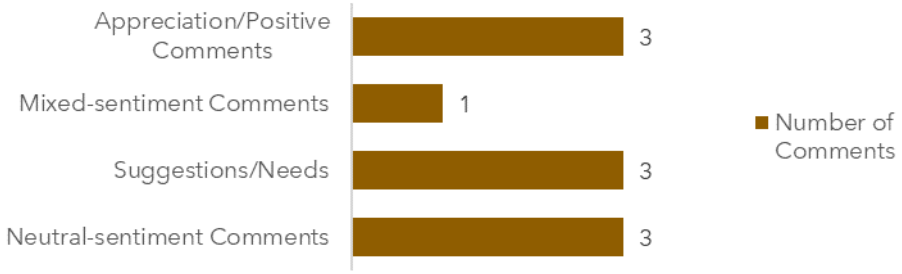
2. My school supports and values cultural diversity and inclusion.

n=75



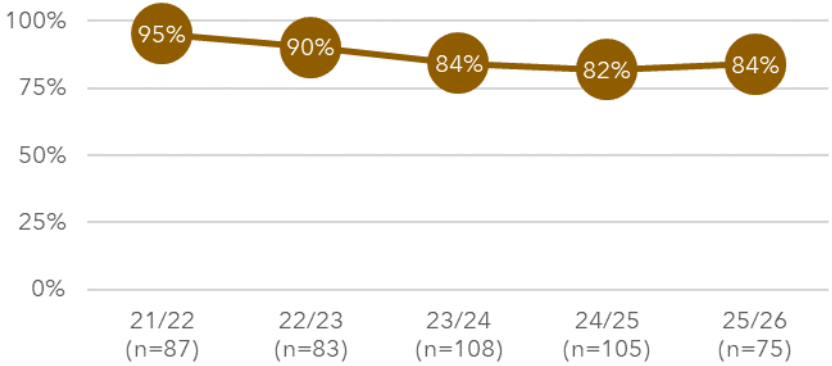
Comment Analysis

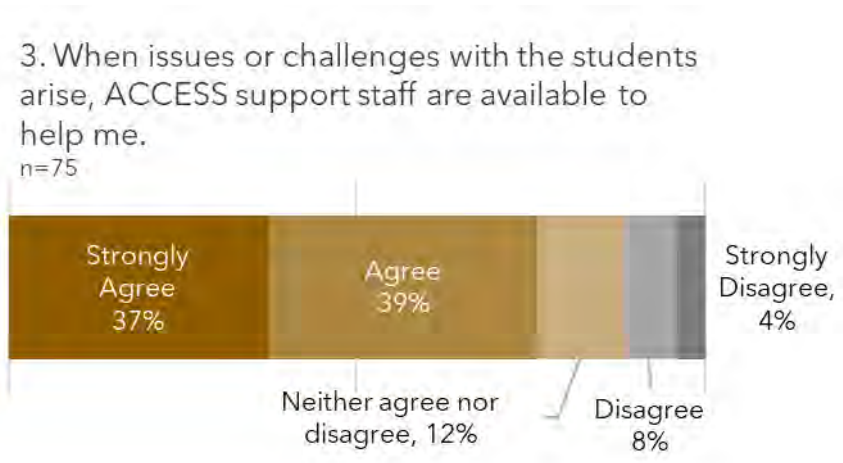
All comments are provided at the end of the report.

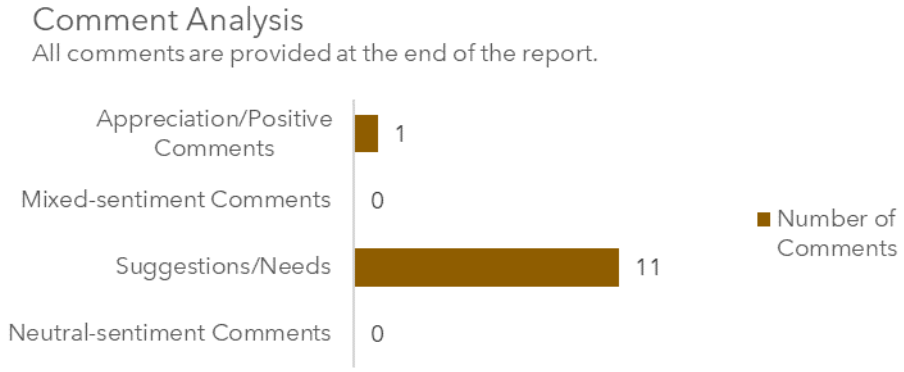


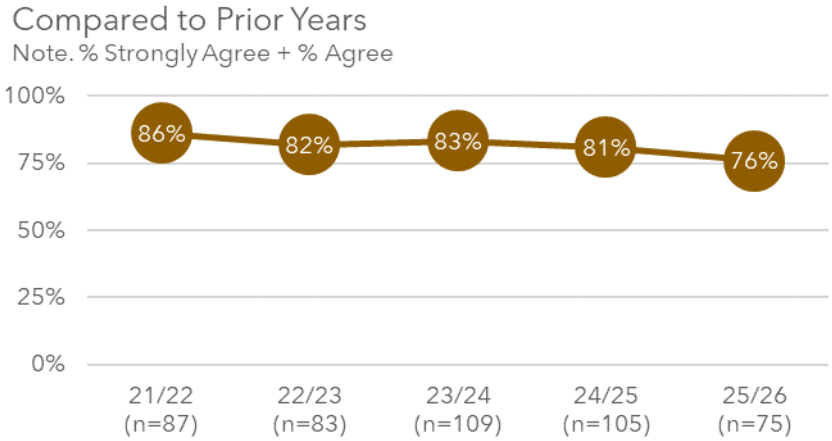
Compared to Prior Years

Note. % Strongly Agree + % Agree

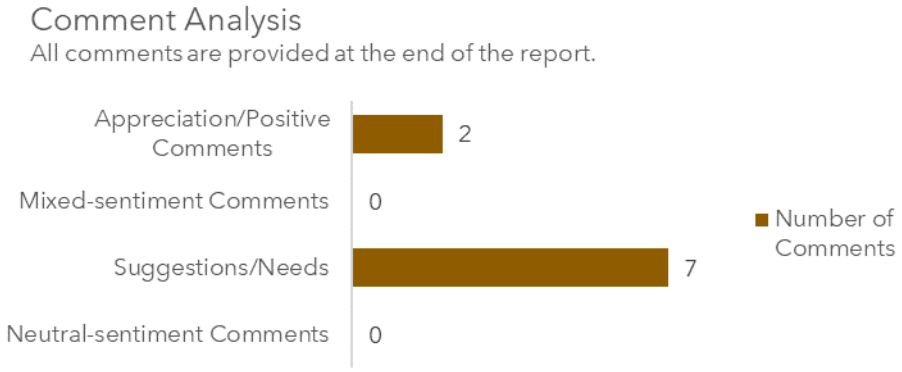


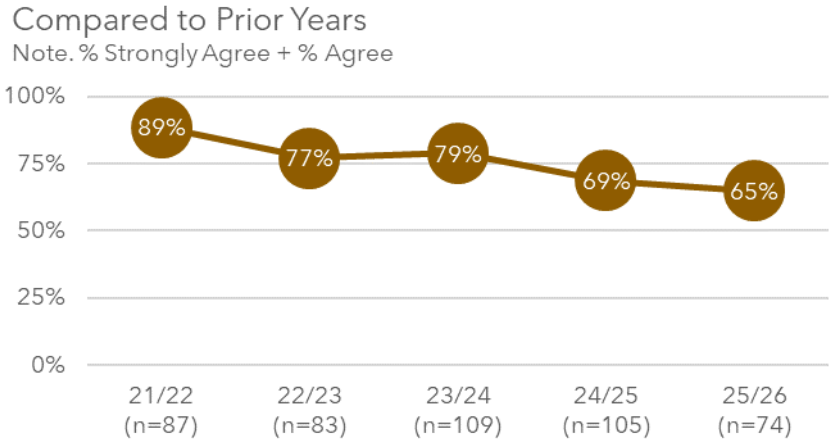

3. When issues or challenges with the students arise, ACCESS support staff are available to help me.
n=75
Strongly Agree 37%
Agree 39%
Neither agree nor disagree, 12%
Disagree 8%
Strongly Disagree, 4%

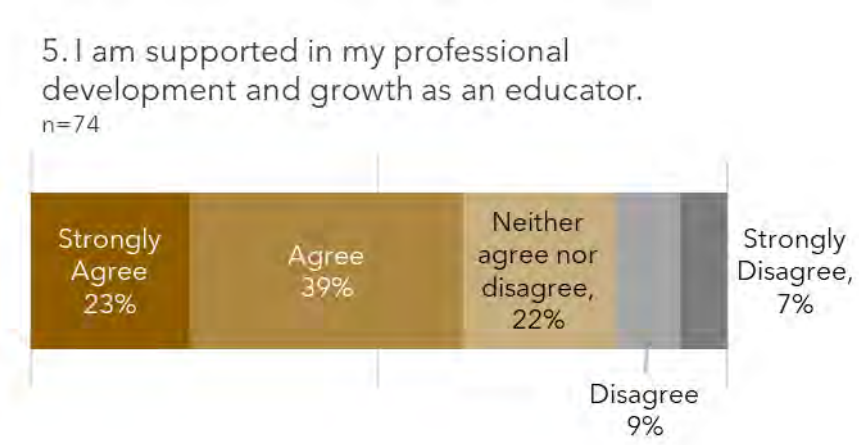

Comment Analysis
All comments are provided at the end of the report.
Appreciation/Positive Comments
1
Mixed-sentiment Comments
0
Suggestions/Needs
11
Neutral-sentiment Comments
0
Number of Comments

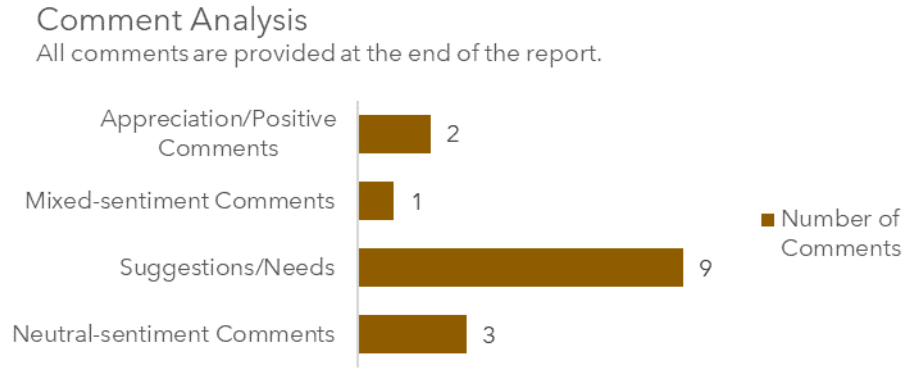

Compared to Prior Years
Note. % Strongly Agree + % Agree
100%
75%
50%
25%
0%
86%
82%
83%
81%
76%
21/22 (n=87)
22/23 (n=83)
23/24 (n=109)
24/25 (n=105)
25/26 (n=75)

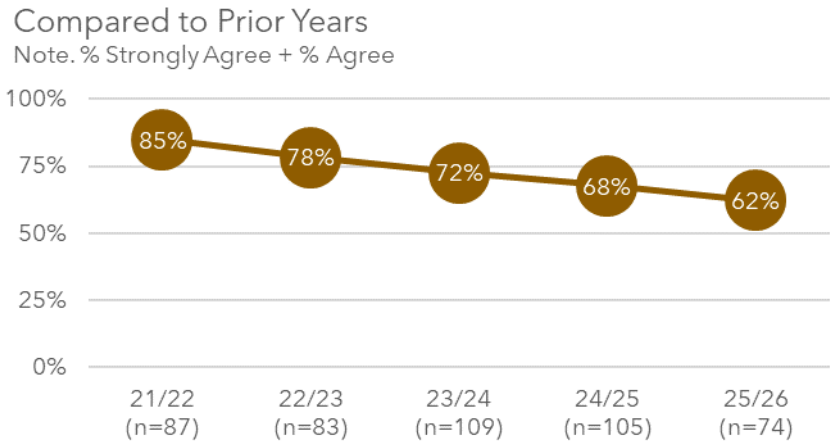

4. My workplace recognizes the importance of mental health and provides resources to staff.
n=74
Strongly Agree 32%
Agree 32%
Neither agree nor disagree, 27%
Disagree 8%

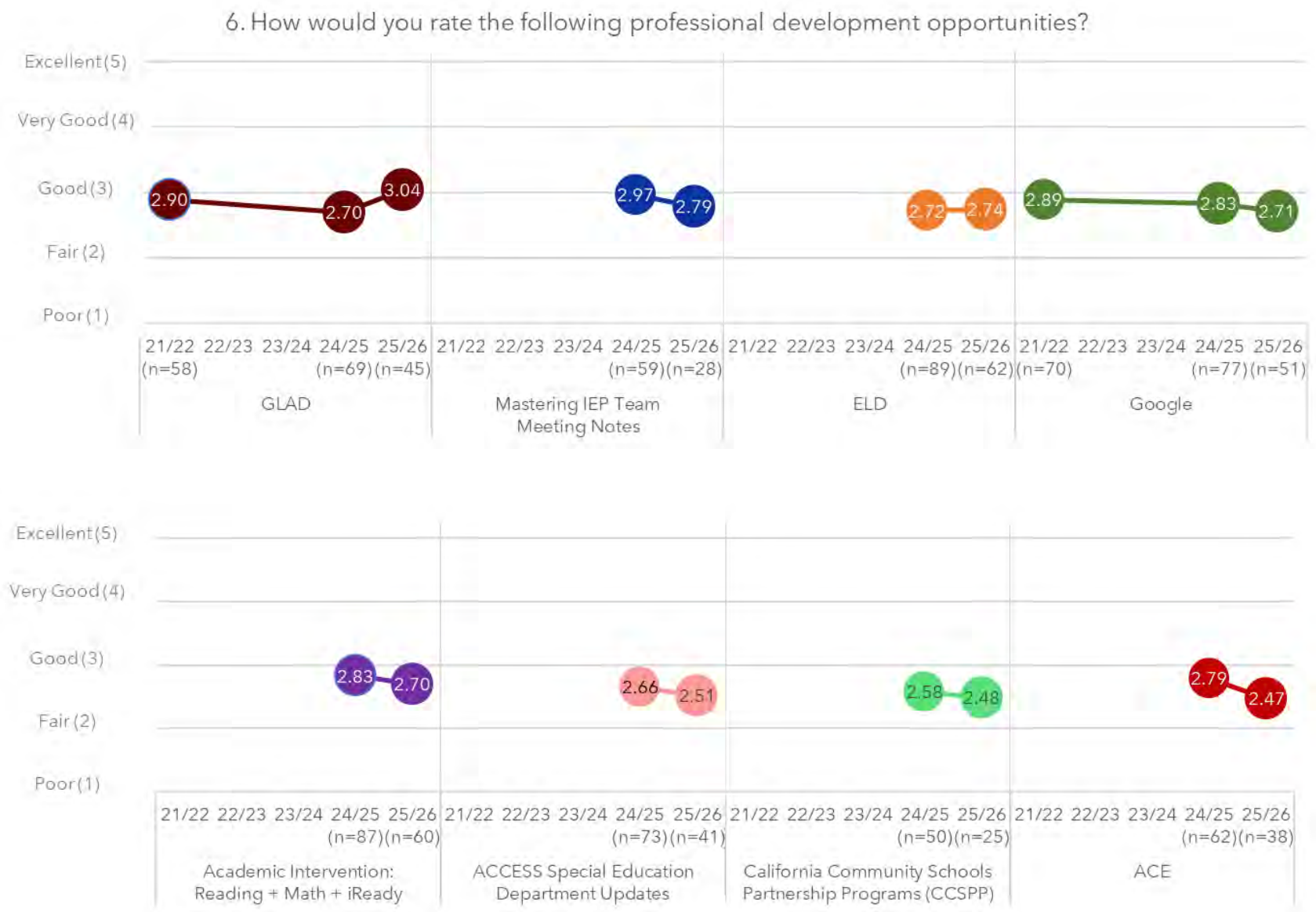

Comment Analysis
All comments are provided at the end of the report.
Appreciation/Positive Comments
2
Mixed-sentiment Comments
0
Suggestions/Needs
7
Neutral-sentiment Comments
0
Number of Comments

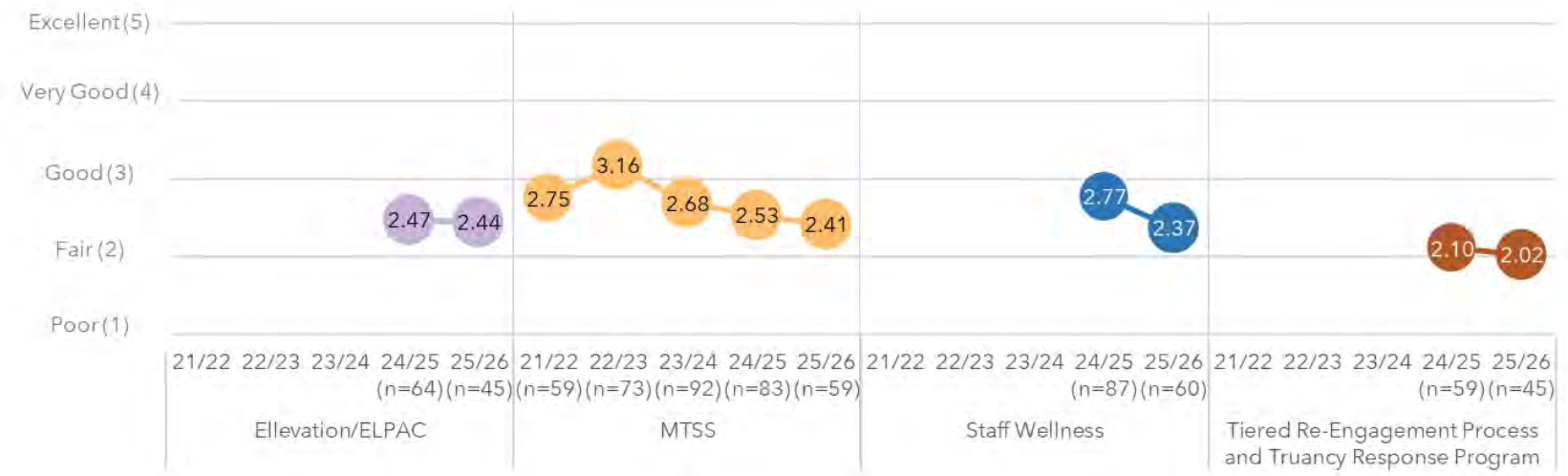

Compared to Prior Years
Note. % Strongly Agree + % Agree
100%
75%
50%
25%
0%
89%
77%
79%
69%
65%
21/22 (n=87)
22/23 (n=83)
23/24 (n=109)
24/25 (n=105)
25/26 (n=74)


5. I am supported in my professional development and growth as an educator.
n=74
Strongly Agree 23%
Agree 39%
Neither agree nor disagree, 22%
Disagree 9%
Strongly Disagree, 7%


Comment Analysis
All comments are provided at the end of the report.
Appreciation/Positive Comments
2
Mixed-sentiment Comments
1
Suggestions/Needs
9
Neutral-sentiment Comments
3
Number of Comments

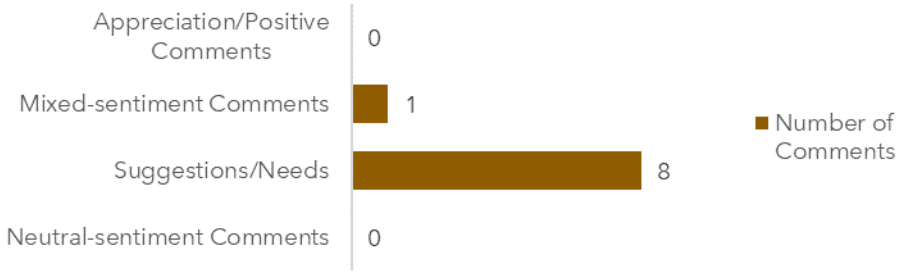

Compared to Prior Years
Note. % Strongly Agree + % Agree
100%
75%
50%
25%
0%
85%
78%
72%
68%
62%
21/22 (n=87)
22/23 (n=83)
23/24 (n=109)
24/25 (n=105)
25/26 (n=74)

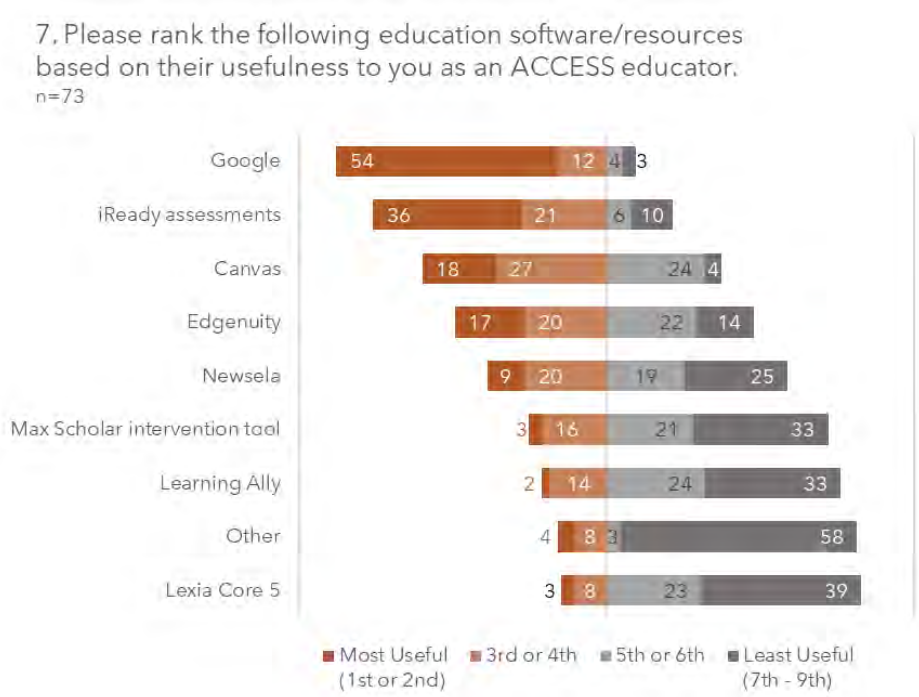

6. How would you rate the following professional development opportunities?
Excellent (5)
Very Good (4)
Good (3)
Fair (2)
Poor (1)
2.90
2.70
3.04
2.97
2.79
2.72
2.74
2.89
2.83
2.71
2.83
2.70
2.66
2.51
2.58
2.48
2.79
2.47
21/22 22/23 23/24 24/25 25/26
(n=58) (n=69) (n=45)
(n=59) (n=28)
(n=89) (n=62)
(n=70) (n=77) (n=51)
(n=87) (n=60)
(n=73) (n=41)
(n=50) (n=25)
(n=62) (n=38)
GLAD
Mastering IEP Team Meeting Notes
ELD
Google
Academic Intervention: Reading + Math + iReady
ACCESS Special Education Department Updates
California Community Schools Partnership Programs (CCSPP)
ACE



Comment Analysis

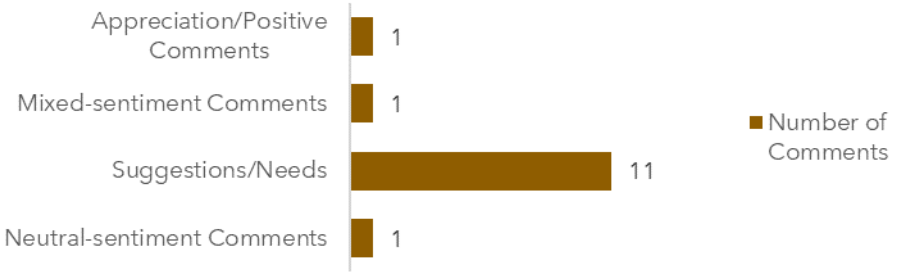
All comments are provided at the end of the report.





Comment Analysis

All comments are provided at the end of the report.



Other (write in) responses:

- ACCESS 1ntranet
- ACE
- Artificial Intelligence
- Canva
- ChatGPT, Claude. SchoolsAI
- Clever messaging
- Ellevation
- HMH
- Prodigy, free
- Subject.com
- TPT

Comments for 1. I am aware of the ACCESS goals, missions, and priorities.

Appreciation/ Positive Comments	• 5-3-1 Strategic Plan • I unconditionally support the morals and values promoted by ACCESS.
Mixed-sentiment Comments	None received
Suggestions/ Needs	• GOALS AND MISSIONS ARE CHANGING NON STOP ACCORDING TO THE MOST RECENT CHIEFS • goals keep changing with changes in leadership • I am aware of the ACCESS 5-3-1 plan but have been given little to no information or instruction on how I can help implement goals, missions or priorities. Communication, information, collaboration, accountability, support, & transparency from upper mgmt & admin are severly lacking in our program. • I am very aware that ACCESS goals, missions and priorities do not lie with the teachers/staff working directly with the students. Priority is taking care of and hiring new higher ups... • I do not believe the Superintendent knows enough about our program to have a realistic vision for access. • I don't feel like ACCESS upper management respects and values its teachers. They value/reward each other with significant raises and new Job titles, but not the rest of us. The morale in ACCESS is at an all-time low due to the lack of respect shown by Superintendent and management. • I just teach. The rest changes depending on who is in charge which also continues to change. • I know what we are trying to do, and I am working on that, I am not sure if everyone is going in the same direction. • Too much focus on AI for mission statements and hyper focused on empty priorities without substance for the program itself. We need safe, reliable vans that have working A/C to transport students for field trips. We are moving away from student centered programs that engage students with relevance. • Why are we hiring so many administrators when we need teachers and paraeducators? We can't afford printer cartridges but how many administrators have been hired in the last couple of years? This needs to change. • With leadership changes, goals also change
Neutral-sentiment Comments	None received

Comments for 2. My school supports and values cultural diversity and inclusion.

Appreciation/ Positive Comments	• Living and thriving in a pluralistic, mainstream culture, this objective is vital to our principles and mission. • My school very much supports and values diversity and inclusion. • Staff members are sensitive to students, whatever their differences.
Mixed-sentiment Comments	• Yes, it appears that in my silo we are...
Suggestions/ Needs	• DEI is racist, nation destroying evil. • Support for cultural diversity feels diminished. The program seems to default to 'neutral,' possibly to avoid politicization. Greater acknowledgment of diverse cultures would strengthen inclusion. If you do not see color, you do not see me. • We are missing support for curriculum for diversity, such as Planned Parenthood classes for LGBTQ+ and gender equity training which ACCESS has had in the past. ACCESS is becoming a shadow of itself.
Neutral-sentiment Comments	• Do you mean of students, or opinions of employees? • I can only comment on my site • We say we do.

Comments for 3. When issues or challenges with the students arise, ACCESS support staff are available to help me.

Appreciation/ Positive Comments	• Everyone that I work directly with on a daily basis I can 100% count on.
Mixed-sentiment Comments	None received
Suggestions/ Needs	• ACCESS community schools should have School Resource Officers • I feel like I am on my own sometimes, however there are many more adults around, typically not doing much • I find myself surrounded by staff (admin as well as support) who seem completely uncomfortable exercising authority/discipline towards students. Most of the current staff at my site seem to have little to no experience dealing with teenagers, much less ones on Alternative Ed. • it's hard to get support when I still don't understand how some of the individual positions support our campus. They have not explained how they can support and don't offer any communication as to how we can work collaboratively. • Principal does not deal with student issues. We have no AP, or Program Specialist. Our RJ who normally handles student issues, is now being used as a receptionist to check in students, parents & guests at the front desk. He can't respond to issues or do circles as usual because he's in the front. • sometimes support staff are at other sites • Students often ask us support questions (504s, academic help, logistics, etc.), but there's no clear flow on who handles what. A posted list of contacts by role and a text-based referral option would make it easier to guide them • The lack of communication from school leaders and the lack of consideration of the opinions of staff directly working with students is disappointing. • There is not enough support staff to help a teacher when there are issues or challenges. • This depends on the staff, because our support staff and admin spend so much time at other sites, it is impossible to know which staff are available on a given day if an issue arises. • We are missing SIT request forms and parent teacher conference forms. These forms and others have been removed from the forms website and we have requested them for years.
Neutral-sentiment Comments	None received

Comments for 4. My workplace recognizes the importance of mental health and provides resources to staff.

Appreciation/ Positive Comments	• I get the emails • I see the emails that HR sends out about mental health issues.
Mixed-sentiment Comments	None received
Suggestions/ Needs	• I don't really think there is focus on staff mental health and wellbeing. I know we have some resources through our providers, but it is more of a "figure it out on your own" model. • I feel like we can do better with providing a day or something at the site that can help staff decompress after stressful scenarios with students, staff, and parents. • If mental health was important to our staff it would have been included at the recent All Staff. As a staff we all agreed it was the worst ALL Staff we have attended in 23+ years working for ACCESS. • Mental health support for staff feels minimal. During the pandemic we had active, uplifting communication from a dedicated team, but that engagement has disappeared. Renewed visibility and resources would be valuable. • We may need mental support for a couple of staff members at my site. • We need mental health resources, restorative practices & team building during all of this change. It has brought down morale significantly. Teachers work with our students every day & capture ADA with zero support from Admin. We do not feel seen, appreciated or valued. I'm disappointed in the Superintendent. • With students and staff I feel there is a disproportionate focus on Mental Health and not enough focus on building resiliency and academic and social SKILLS. Coddling people does them a disservice and robs them of the opportunity to build toughness and resilience which are essential for life.
Neutral-sentiment Comments	None received

Comments for 5. I am supported in my professional development and growth as an educator.

Appreciation/ Positive Comments	• I believe we are offered trainings and opportunities to be part of growing our programs in OCDE. • I have been able to spend extra time going to conferences as I am involved in numerous committees and focus groups, it is great but exhausting
Mixed-sentiment Comments	• I am cheered on, but not supported.
Suggestions/ Needs	• AS an alternative ed teacher, there needs to be a focus on PD for alternative ed, its disheartening that there is no option for specific alt ed specific conferences even though I have expressed and shown alternative ed Pd options to higher ups. • I am not valued by ACCESS upper management. We are now all aware that the only people who are valuable to OCDE are upper management. • I just feel like I have to play investigator to find opportunities. i wish we had things explained to us better so we can thrive more in our jobs. • I value growth, but much PD feels surface-level. Training on gender identity, navigating ICE-related concerns, political and religious sensitivity, worldview inclusion, social psychology, and staff well-being would be far more useful. • Professional development opportunities and conferences have been denied since the Superintendent took over. Teachers need to continue learning, stay engaged, informed, up to date on current trends and best practices & collaborate with other teachers & programs & share out our experiences with our site/areas. • The All Access conference only fulfill some mandate from Sacramento and RARELY actually provide any information, techniques, or sources that actually make ANY new growth or classroom help. • There has been a hold on conferences teachers can attend. Budget/money seems to hold us back from participating in more than one conference per year. • Those in upper management do not have a clue what ACCESS Teachers need in the way of support in this field. • Training is lacking and there has been no leadership in curriculum. Course contracts are out dated, forms are missing. We need a Parent Teacher Conference form, an SIT request form, Williams Act form for every classroom. Suspension forms are out of compliance with the CA Ed Code Laws.
Neutral-sentiment Comments	• As a classroom teacher for 28+ years I don't really need development and growth. I am as good as I'm going to get and if someone were to observe me in action I think they would have difficulty articulating how I can be a better classroom teacher than I currently am. • I have been a teacher for over twenty years • Most teachers have been teaching for 20+ years

Comments for 6. How would you rate the following professional development opportunities?

Appreciation/ Positive Comments	None received
Mixed-sentiment Comments	• For ELD, I have been offered training in Canvas, but not directly in the ELD curriculum. I have not been offered anything in the categories of I-Ready, Tiered Re-engagement, and I have only been offered wellness opportunities through outside providers.
Suggestions/ Needs	• I have only had one PD and it was on GLAD. Our Truancy process still has a lot to be desired including what the ultimate outcome is when a student has had letters and home visits without any change. Then we just keep students on our rosters until when????????? • I want to be able to open my email and see opportunities sent for me and I would like them to not only gear it towards teachers. • PD like MTSS/GLAD feels far removed from the real work we do with students. The acronym-heavy approach doesn't reflect what happens in the trenches. There's a clear disconnect between admin language and the realities of direct student support. • please... ace is not a viable curriculum-that's just novels where is the actual ELA curriculum with grammar and fluency and prosody support? Collections- that is not curriculum that should be supplemental if we want to help TEACH students, not just pass them through then we should focus on content • Professional development opportunities have been denied over the past few years. I've been here 3 decades and have never been offered professional development in Truancy Response Program, Academic Intervention, Staff Wellness, ACE, CCSPP, ELD. Ellevation/ELPAC is online w/no direction from dept. BOO • So many missed opportunities. We had the worst All Staff training ever, poorly planned, the tone was disrespectful to the staff. New top leadership saved money for admin., the 85 people with $10K+ annual raises, the 9 with $20K+ raises, and car allowances. Enrollment can be improved ACCESS wide. • The only training I had this past year was through the MTSS conference 1 • Were all these opportunities offered?
Neutral-sentiment Comments	None received

Comments for 7. Please rank the following educational software/resources based on their usefulness to you as an ACCESS educator.

Appreciation/ Positive Comments	• Looking forward to utilizing subject
Mixed-sentiment Comments	• I think Edgenuity works great with my students. I am disappointed we are wasting money on new software
Suggestions/ Needs	• All outdated • anything before the software below numbers 5-9 [Edgenuity, Lexia Core 5, Learning Ally, Newsela, and Other] I don't care for nor do I use. • I do not use 5-8 [Edgenuity, Lexia Core 5, Learning Ally, and Newsela] and only very rarely use 4 (iReady), so those should all actually be ranked last or N/A. • I don't have any information about Learning Ally, Max Scolar or Lexia Core • I rank Canvas as #1. Note: Canvas could be amazing, but many courses aren't built well & get reused without improvement. Staff need proper access & training, and we need accountability for course quality. If we accept subpar Canvas courses, they'll continue year after year.Hold teachers accountable. • I would love to hear the reason and rationale for dropping Edgenuity in favor of Subject. I have asked several people yet no-one can offer an answer. No one could ever explain to me why we dropped Grad Point in favor of Edgenuity? If it's not broken, don't fix it. Seems an awful use of tax $$ • iReady is not used regularly at my site. • some of these I had no idea we had for our students to use • The way this question and rankings are set up is very deceptive. It creates the perception that everything here is useful when most of the things aren't. • We need more teacher involvement and student focus. Our program is not student focused or relevant. The recent Subject.com training included counselors, they do not teach. Teachers are not valued as there are no curriculum committees nor core subject matter lead positions with stipends. • We need true site collaboration time and field trips w team building for staff SEL.
Neutral-sentiment Comments	• Only the top 4 [Google, iReady, Max Scholar, and Canvas] apply to me, and 4 [Canvas] is only occasionally.

Stefan Bean, Ed.D.
County Superintendent of Schools

Appendix E

ACCESS Non-Instructional Staff Feedback

2025-2026

Prepared By:
Research, Evaluation, and Data Inquiry at OCDE
February 2026

The following is a summary of the data collected from a survey of ACCESS non-instructional staff. This data summary is arranged to provide survey results by survey and by item.

Instrument:

Survey items were developed to capture respondents' perceptions of how well the district is achieving its LCAP goals. This survey is structured so that respondents would retrospectively report on the degree to which they felt each item was met, accomplished, or achieved.

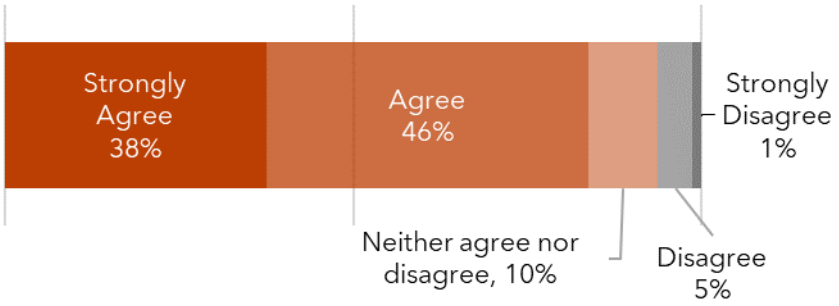
Method:

The survey was administered online with an approximate 14-week administration window: November 10, 2025, to February 9, 2026. Following the standard Research, Evaluation, and Data Inquiry (REDI) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 100 survey responses were received (N=100 non-instructional staff).

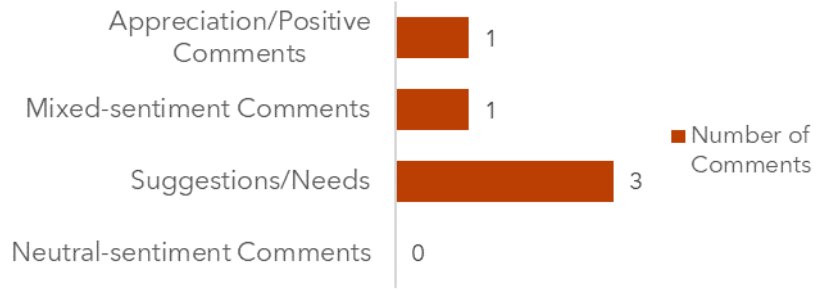
Analysis:

The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received. A comparison to prior survey data was conducted where possible.

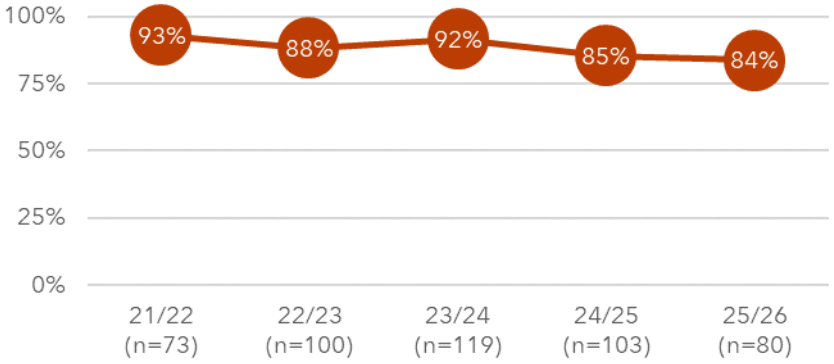
1. I am aware of the ACCESS goals, missions, and priorities.
n=80



Comment Analysis
All comments are provided at the end of the report.

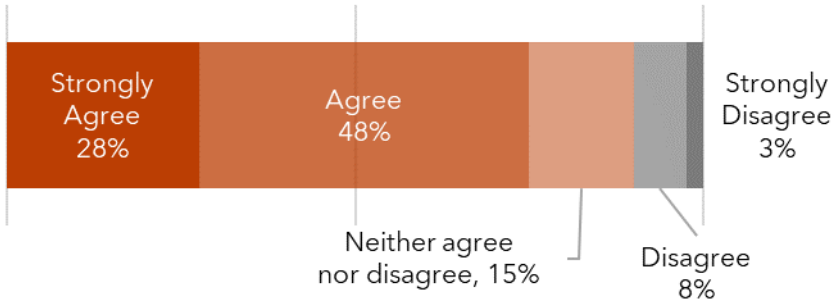


Compared to Prior Years
Note. % Strongly Agree + % Agree



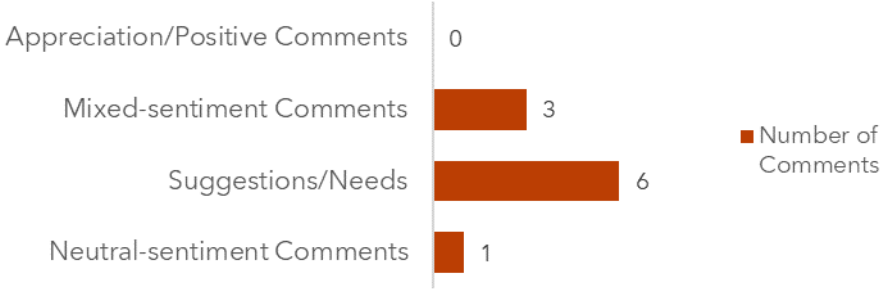
2. My school supports and values cultural diversity and inclusion.

n=80



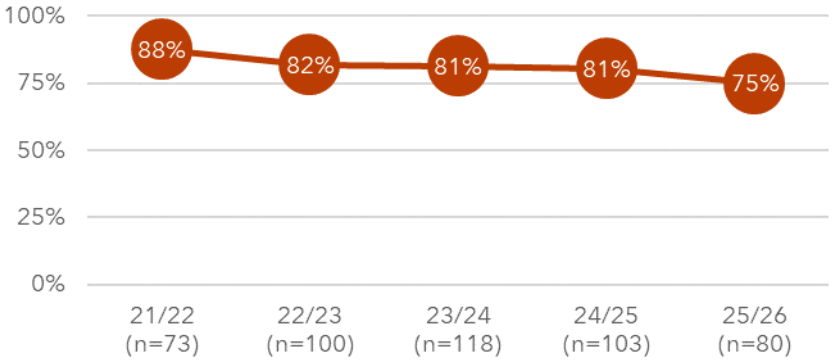
Comment Analysis

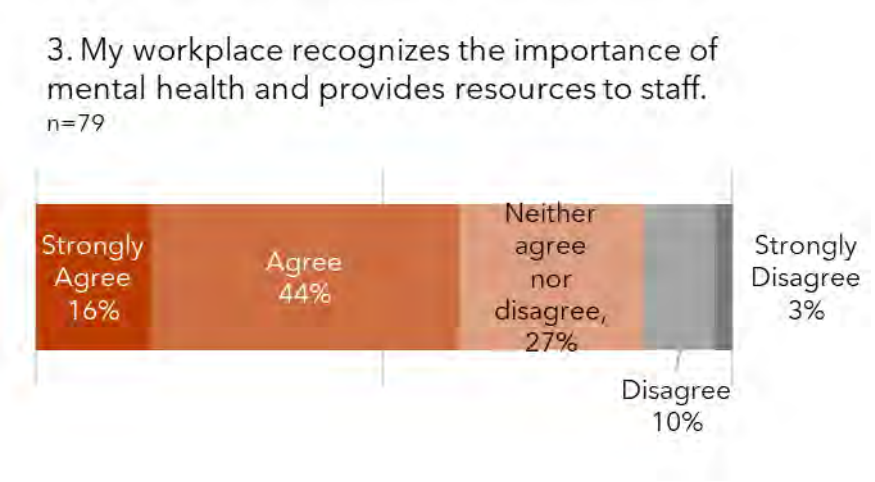
All comments are provided at the end of the report.

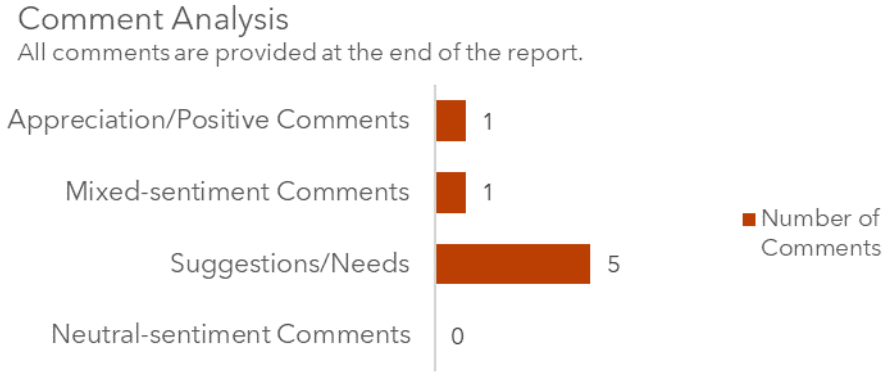


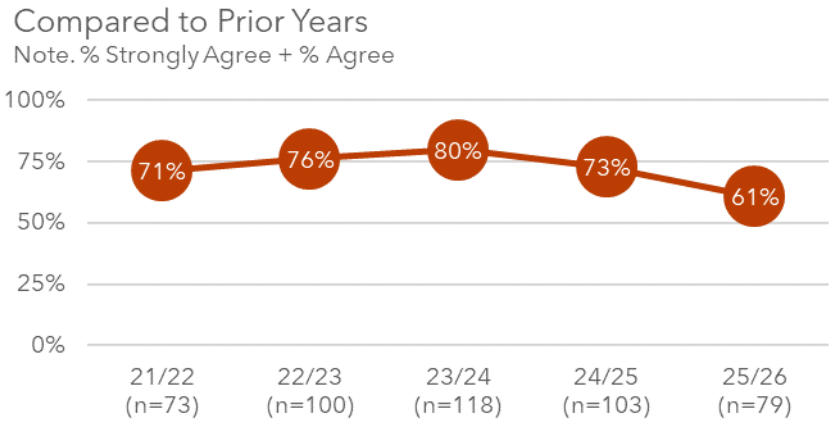
Compared to Prior Years

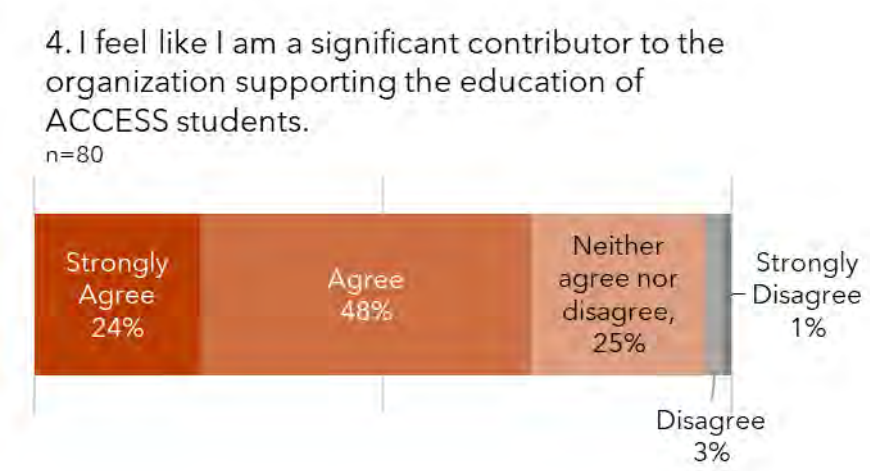
Note. % Strongly Agree + % Agree

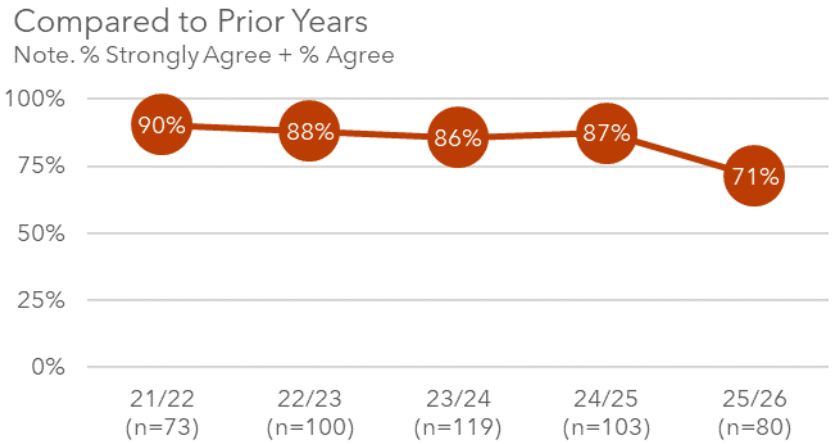


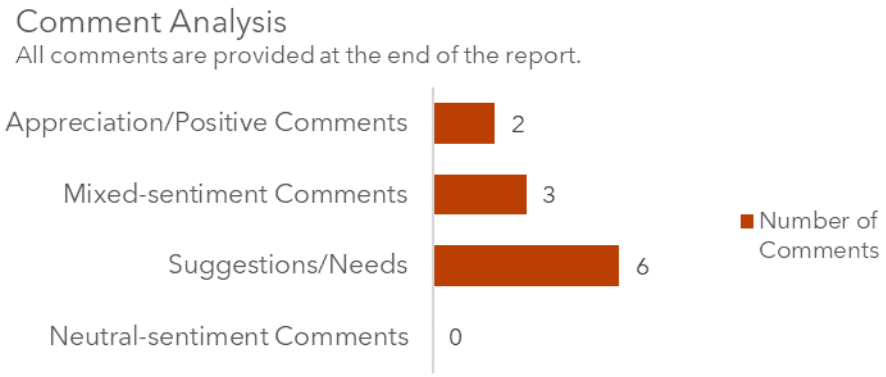

3. My workplace recognizes the importance of mental health and provides resources to staff.
n=79
Strongly Agree 16%
Agree 44%
Neither agree nor disagree, 27%
Disagree 10%
Strongly Disagree 3%

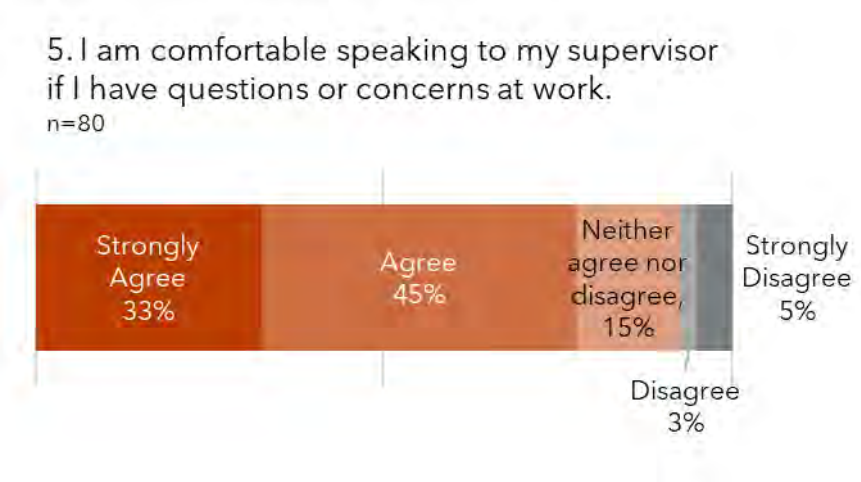

Comment Analysis
All comments are provided at the end of the report.
Appreciation/Positive Comments
1
Mixed-sentiment Comments
1
Suggestions/Needs
5
Neutral-sentiment Comments
0
Number of Comments

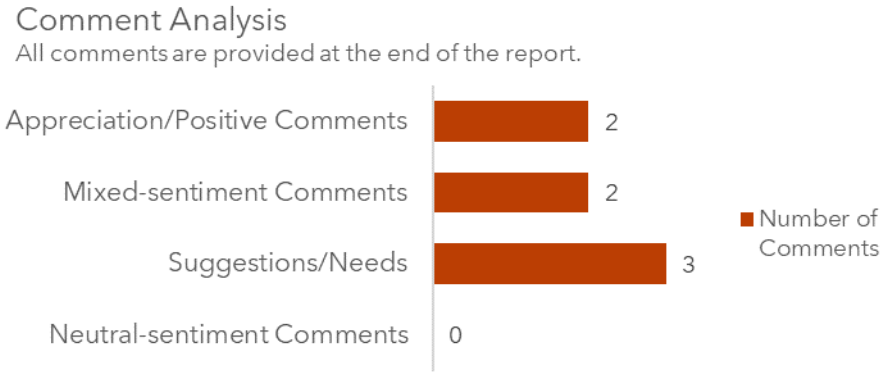

Compared to Prior Years
Note. % Strongly Agree + % Agree
100%
75%
50%
25%
0%
71%
76%
80%
73%
61%
21/22 (n=73)
22/23 (n=100)
23/24 (n=118)
24/25 (n=103)
25/26 (n=79)

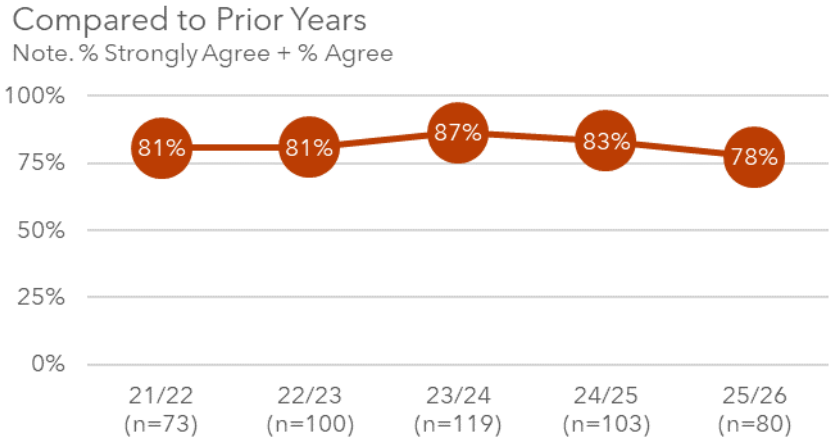

4. I feel like I am a significant contributor to the organization supporting the education of ACCESS students.
n=80
Strongly Agree 24%
Agree 48%
Neither agree nor disagree, 25%
Disagree 3%
Strongly Disagree 1%

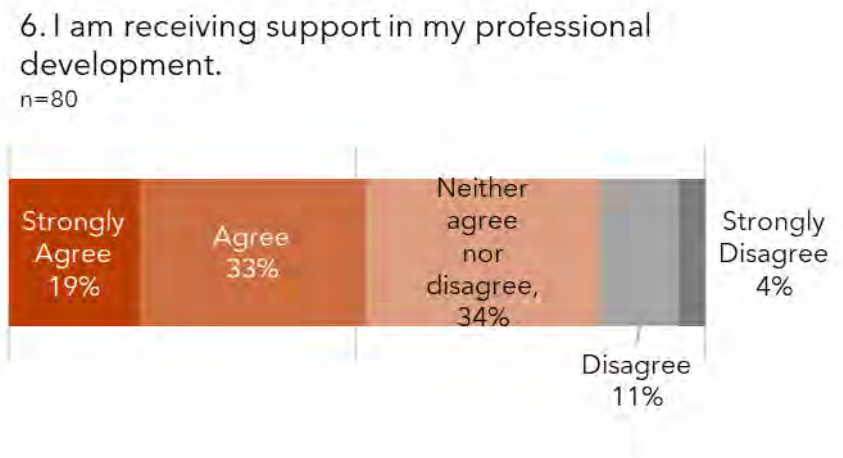

Compared to Prior Years
Note. % Strongly Agree + % Agree
100%
75%
50%
25%
0%
90%
88%
86%
87%
71%
21/22 (n=73)
22/23 (n=100)
23/24 (n=119)
24/25 (n=103)
25/26 (n=80)

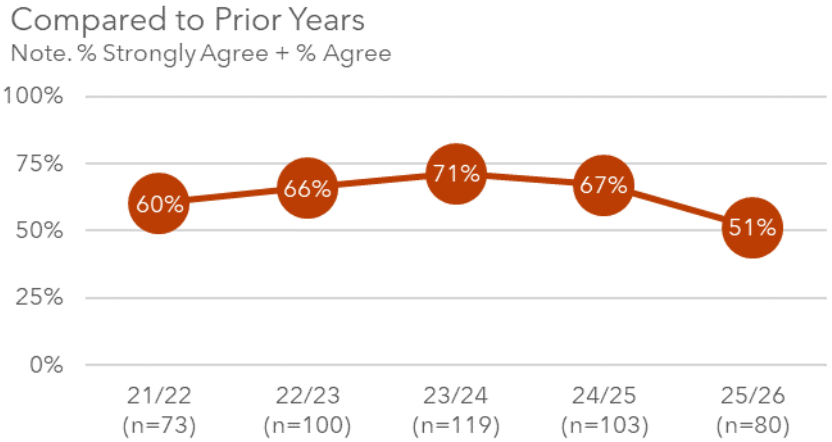

Comment Analysis
All comments are provided at the end of the report.
Appreciation/Positive Comments
2
Mixed-sentiment Comments
3
Suggestions/Needs
6
Neutral-sentiment Comments
0
Number of Comments

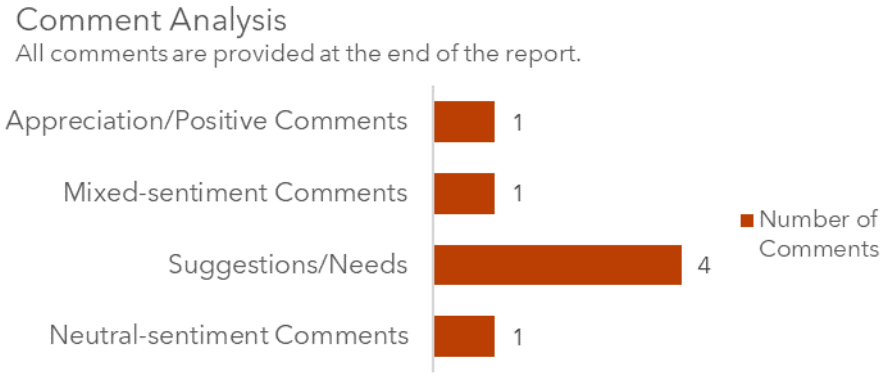

5. I am comfortable speaking to my supervisor if I have questions or concerns at work.
n=80
Strongly Agree 33%
Agree 45%
Neither agree nor disagree, 15%
Disagree 3%
Strongly Disagree 5%

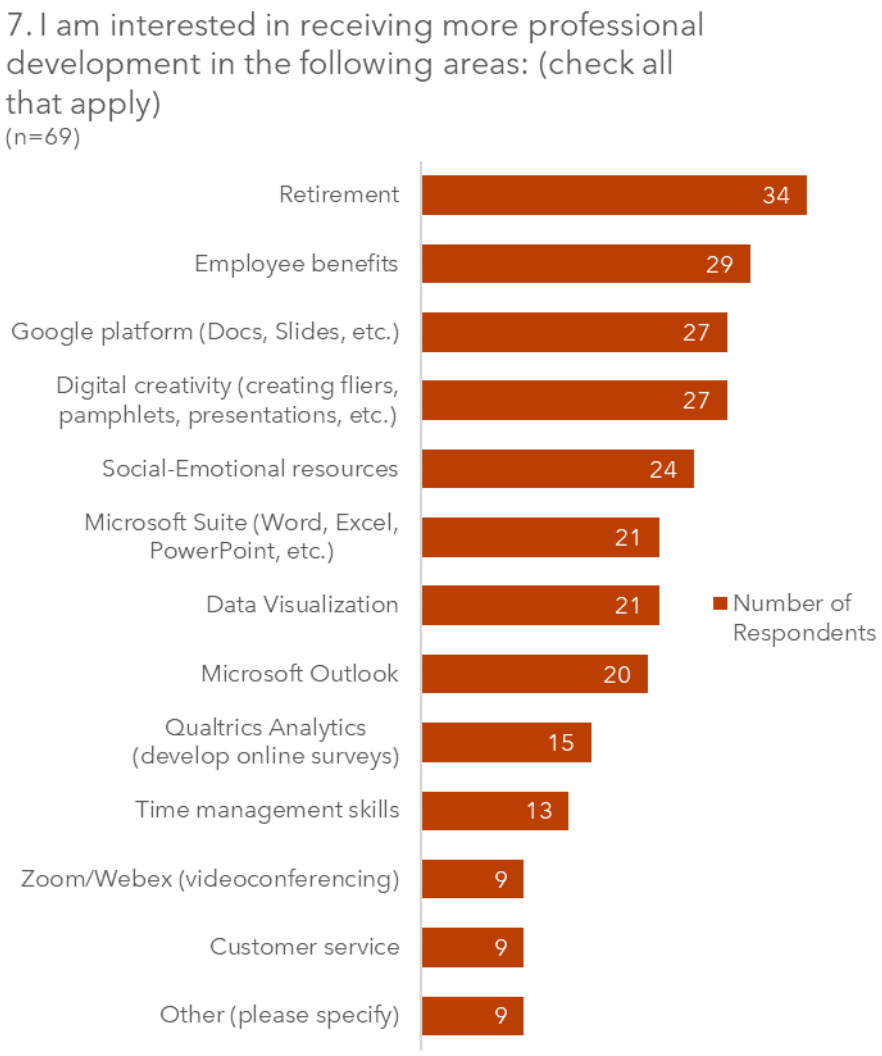

Comment Analysis
All comments are provided at the end of the report.
Appreciation/Positive Comments
2
Mixed-sentiment Comments
2
Suggestions/Needs
3
Neutral-sentiment Comments
0
Number of Comments


Compared to Prior Years
Note. % Strongly Agree + % Agree
100%
75%
50%
25%
0%
81%
81%
87%
83%
78%
21/22 (n=73)
22/23 (n=100)
23/24 (n=119)
24/25 (n=103)
25/26 (n=80)


6. I am receiving support in my professional development.
n=80
Strongly Agree 19%
Agree 33%
Neither agree nor disagree, 34%
Disagree 11%
Strongly Disagree 4%

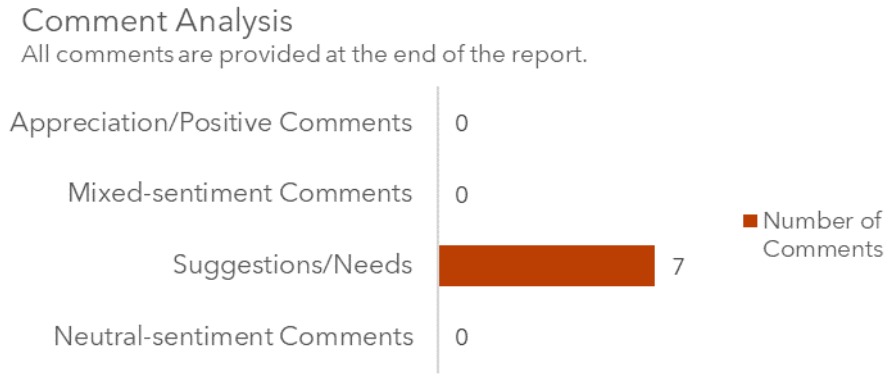

Compared to Prior Years
Note. % Strongly Agree + % Agree
100%
75%
50%
25%
0%
60%
66%
71%
67%
51%
21/22 (n=73)
22/23 (n=100)
23/24 (n=119)
24/25 (n=103)
25/26 (n=80)


Comment Analysis
All comments are provided at the end of the report.
Appreciation/Positive Comments
1
Mixed-sentiment Comments
1
Suggestions/Needs
4
Neutral-sentiment Comments
1
Number of Comments



Other (write in) responses:

- AI
- Canva training
- everything day to day operations.
- Specific training in drug use, gang affiliations, and all roles at access
- subject online
- Team Building Development through interactive activities not just powerpoint presentations. but an actual coach that can guide us in problem solving issues at our school sites. Providing a survey after these workshops.
- trainings tailored to my job
- Using Google classroom - however, it is difficult because we have such a broad range of grades.



Comments for 1. I am aware of the ACCESS goals, missions, and priorities.

Appreciation/ Positive Comments	• The ACCESS 2013 Vision has been clearly communicated across our division. What's more, staff had the opportunity to provide input into the vision and mission. During a listening session, a suggestion from our table group was incorporated into the vision statement on the spot.
Mixed-sentiment Comments	• Goals and missions, yes. Priorities? Not so much.
Suggestions/ Needs	• 2030 vision? The newly adopted plans are largely generated by ChatGPT, are no more authentic, or realistic, than the mythical bird symbol chosen to represent the huge, audacious plan. Aside from the self-serving and ladder climbing sheep, who actually believes this stuff? What. A. Joke. • Areas all run differently and there is a lack of unity and communication within our areas, departments and programs. We can't finish projects, continue contracts with programs that students really need and our ideas never come to reality with lack of communication and constant leadership change. • Goals and mission and priorities are so long and convoluted that it gets confusing.
Neutral-sentiment Comments	None received

Comments for 2. My school supports and values cultural diversity and inclusion.

Appreciation/ Positive Comments	None received
Mixed-sentiment Comments	• I work for different schools and find that one of my schools promotes and supports cultural diversity and inclusion and one of them does not. • On the surface, I agree. In depth? Not really. • While we have room for growth in this area, diversity and inclusion are the heart of the Community School vision, and I am encouraged by the direction that we are taking.
Suggestions/ Needs	• I feel uncomfortable at work at times as there are sometime offensive conversations or "jokes" going on. I have heard staff be insensitive to different ethnic groups. • Not really. Nothing's really genuine. • Sankofa bird = cultural appropriation. • School sites lack communication in protocols causing confusion. Staff have their individual thoughts of what inclusion is. Without clear expectations, protocols and site meetings we cannot thrive. Leadership teams lack communication to address concerns and priorities. This creates friction. • There are still many ways for our organization to grow in this area. • We are a 2-story building and do not have an elevator. Additionally, there are staff who cannot do stairs.
Neutral-sentiment Comments	• "my school" to me means my area, the sites I support.

Comments for 3. My workplace recognizes the importance of mental health and provides resources to staff.

Appreciation/ Positive Comments	• My team participated in Coaching Circles led by an experienced practitioner last year, which provided a safe space to share, support one another, and learn strategies for self-care. The contract was funded by the LCAP, and I would like to see this valuable support continue.
Mixed-sentiment Comments	• Recognizes, but not a priority
Suggestions/ Needs	• I feel like it's more in theory than practice. The emails that are distributed about access to mental health aren't always as helpful to people and are probably deleted rather than viewed. Maybe would be more helpful to offer events or have physical flyers around sites. • I only know of these services through close colleagues. Perhaps more information should be shared about how to access these services. • I've never seen this. Seems like no one really cares about mental health or our well being. • The Culture Climate Survey and Leading Elephants interviews are verifiable documented facts that OCDE fails to recognize this area by any respectable measure or standard. • To improve our mental health we need to work on solving the problems as a team that are creating a toxic environment and the burn out. Staff need to be held accountable for their lack of participation in meetings, emails and responsibilities. Team building starts with addressing our site concerns
Neutral-sentiment Comments	None received

Comments for 4. I feel like I am a significant contributor to the organization supporting the education of ACCESS students.

Appreciation/ Positive Comments	• I feel valued with staff that I work with and they include me in their classroom and event planning. • In my position as a paraeducator I go above and beyond in assisting our students, family and our staff.
Mixed-sentiment Comments	• Although I know that I am a major contributor to the organization, specifically to our population of students, I do not, however, believe the organization prioritizes the needs of support staff, like paraeducators. Especially when it comes to our in-service meetings. • I feel incredibly privileged to lead and support my team, and I feel our work is valued and appreciated more and more. I would like to have more opportunities for collaboration with the principals in order to maximize our support for students and families. • My job is very valuable and I know I make an impact on students, however I don't think that is valued by upper level management by supporting more funding for positions like mine.
Suggestions/ Needs	• I feel that CHEP is a second thought in ACCESS. • I want to be. I want to think my work makes a difference. But there are bigger hurdles ACCESS needs to focus on. Like the ever increasing top heaviness of senior leadership and its true agenda/end goal. Cause at this point I don't think their goal is for students. • It's clear I was hired for compliance purposes. My role doesn't align with my department's focus, and I receive no support. My position should be under the department that specializes in and supports my job responsibilities. • I've been made to feel like a pawn. With all the changes, I've insulated myself from the chaos and stay focused in my work with our students. • OCDE is stymied by long-standing toxicity and corruption. Our appointed Supt has only further exacerbated it by doling out failing-upward promotions and plugging everything into AI. Either be bold and drill down or run for congress where they welcome such pageantry and disingenuousness. Tick-tock.. • there are times where I feel it is true, I feel like my supervisor welcomes historical knowledge of our program, don't necessarily feel it from those in upper management.
Neutral-sentiment Comments	None received

Comments for 5. I am comfortable speaking to my supervisor if I have questions or concerns at work.

Appreciation/ Positive Comments	• I am extremely fortunate to have a supervisor who is a great listener, always supportive, and provides wise guidance. She is not only open to my input, but also helps me shape my ideas so that they have the maximum impact. • [Staff member] is amazing!
Mixed-sentiment Comments	• I used to strongly agree, but as the organization continues to expand, I see this falling away. • My direct supervisor is the ONLY person that I have seen follow-through in supporting staff. All others may listen to the concerns but typically don't actually take action.
Suggestions/ Needs	• Comfort is a splintered reality at OCDE where top down and top heavy leadership is occupied by under-qualified and under-performing leaders that always seem to fall in line with the prevailing winds. • I've never worked in such a small team with so little communication. I received no onboarding or guidance and have never joined a full department meeting. It feels like we're purposely kept from knowing each other's roles. • My supervisor is only concerned with their reputation. They make an appearance just long enough to be seen but disappear before anyone can be heard. I hear more from the admin assistant, who is the de facto boss, than I do my supervisor.
Neutral-sentiment Comments	None received

Comments for 6. I am receiving support in my professional development.

Appreciation/ Positive Comments	• I am extremely grateful for the many opportunities I have to collaborate with teams across ACCESS, OCDE, the county, and statewide. These experiences have allowed me to continue to grow my professional practice and ultimately provide the best service and support to students and families.
Mixed-sentiment Comments	• Wheels are in motion, to receive real professional development. However, I am skeptical if the things stated will come to fruition.
Suggestions/ Needs	• I noticed limitations to workshops due to budgeting. I would like more transparency in what the focus of our workshops will be this year and having a voice as a team in selecting what we are needing and seeking not just what is free and convenient. • Specific choices for professional development are not available, example choices of different seminars at all hands meetings • There is just no time. • This goes back to my previous comment. Our in-service meetings never provide sessions pertaining to paraeducators.
Neutral-sentiment Comments	• Define professional development...

Comments for 7. I am interested in receiving more professional developing in the following areas.

Appreciation/ Positive Comments	None received
Mixed-sentiment Comments	None received
Suggestions/ Needs	• For All ACCESS staff mtgs.-having the input of staff that directly work with students to share what they are seeking and receiving their contacts for presenters and programs that we can benefit from. Access Area's to present their school highlights (events, programs, activities) • I hear a lot of chatter and talk, but I have yet to see real development of our staff when it comes to emotional intelligence. • More mental health providers are needed to support ACCESS/CCPA programs. The value and need is always preached for mental health, however we do not have enough resources and complete the initiatives required by upper level management who don't understand the job. • More opportunity for PD would be great, non-student days would be great if pd could be offered via zoom for trainings such as google classes (like the ones offered in 2020), employee benefits, retirement, digital creativity, all of these can be offered online, w/multiple time slots. • new hire support staff should be encouraged to take professional development training if/when it becomes available to them. • Release the raw data from the surveys. All the data. There can be no vision when employees are unable to see through the fog of incoherence, incompetence and glitter. • Value us!
Neutral-sentiment Comments	None received

Stefan Bean, Ed.D.
County Superintendent of Schools

Appendix E

CONNECTIONS Student Feedback

2025-2026

Prepared By:
Research, Evaluation, and Data Inquiry at OCDE
February 2026

The following is a summary of the data collected from a survey of CONNECTIONS students. This data summary is arranged to provide survey results by survey and by item.

Instrument:

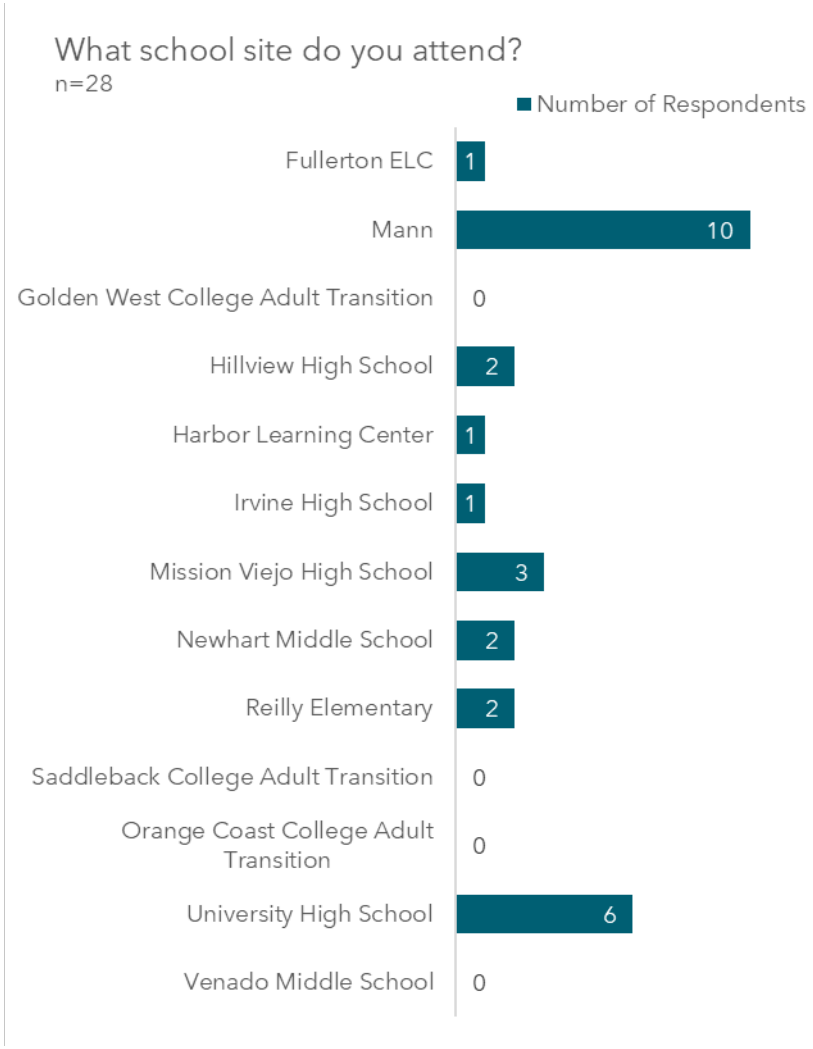
Survey items were developed to capture respondents' perceptions of how well the district is achieving its LCAP goals. This survey is structured so that respondents would retrospectively report on the degree to which they felt each item was met, accomplished, or achieved.

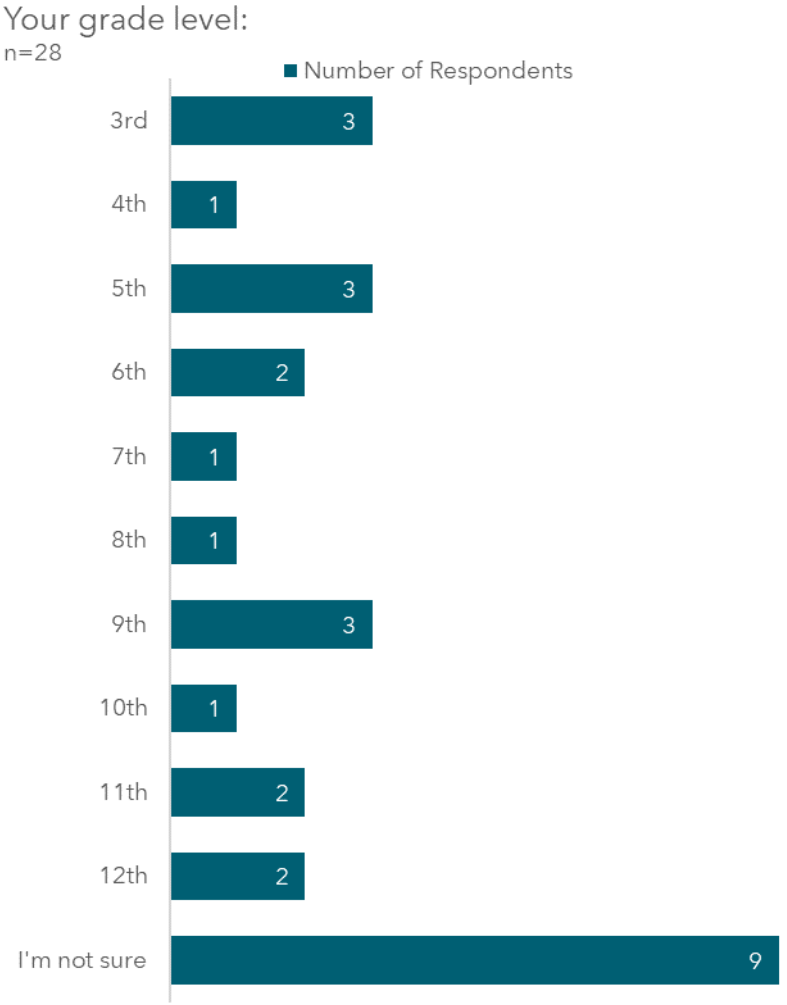
Method:

The survey was administered online with an approximate 14-week administration window: November 10, 2025, to February 9, 2026. Following the standard Research, Evaluation, and Data Inquiry (REDI) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 28 survey responses were received (N=28 students).

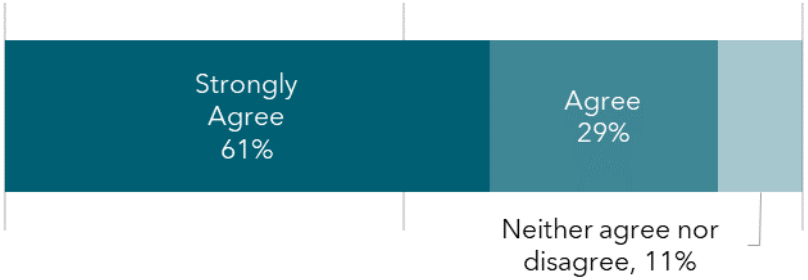
Analysis:

The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received. A comparison to prior survey data was conducted where possible.


What school site do you attend?
n=28
Number of Respondents
Fullerton ELC
1
Mann
10
Golden West College Adult Transition
0
Hillview High School
2
Harbor Learning Center
1
Irvine High School
1
Mission Viejo High School
3
Newhart Middle School
2
Reilly Elementary
2
Saddleback College Adult Transition
0
Orange Coast College Adult Transition
0
University High School
6
Venado Middle School
0

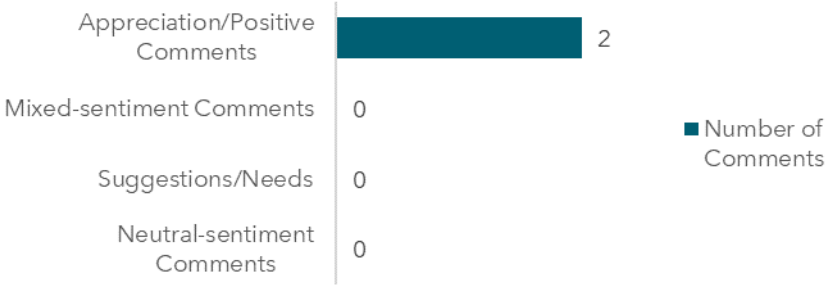

Your grade level:
n=28
Number of Respondents
3rd
3
4th
1
5th
3
6th
2
7th
1
8th
1
9th
3
10th
1
11th
2
12th
2
I'm not sure
9

1. My school provides materials and learning tools to meet my educational needs.
n=28



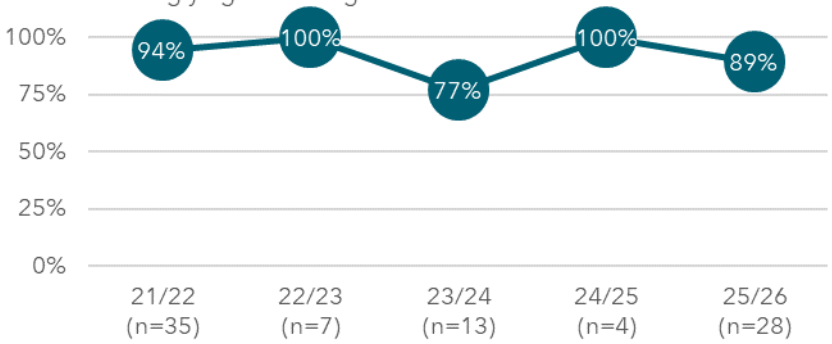
Comment Analysis

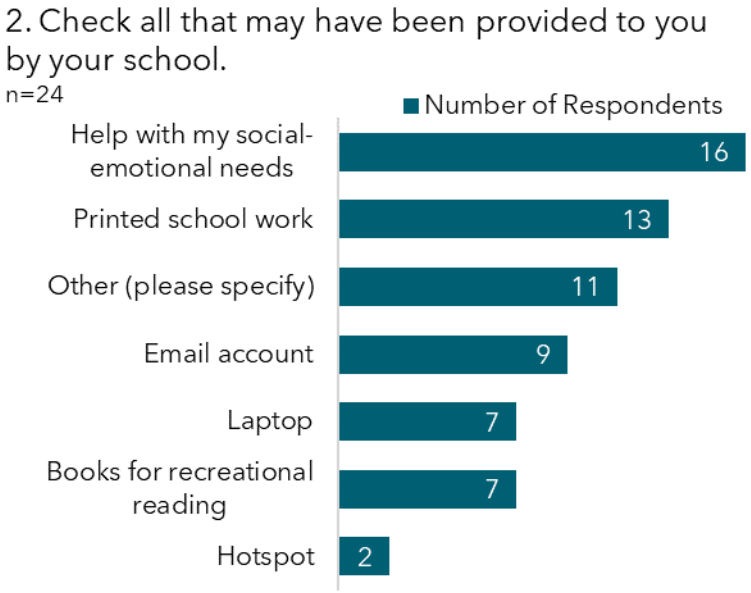
All comments are provided at the end of the report.

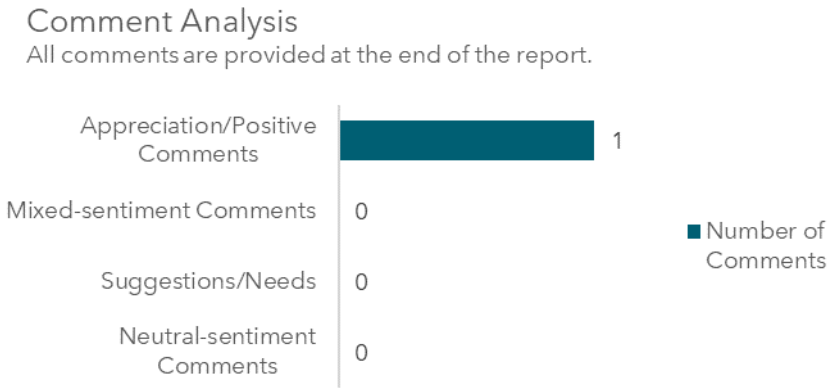


Compared to Prior Years

Note. % Strongly Agree + % Agree



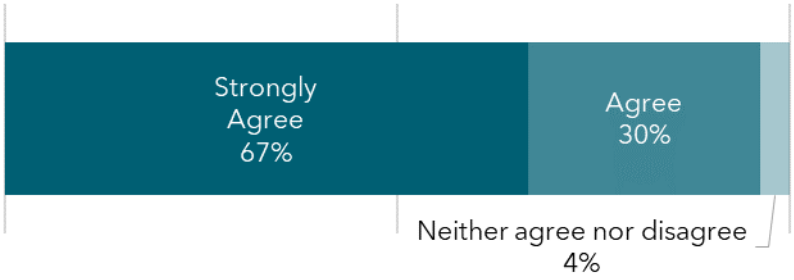




Other (write-in responses):

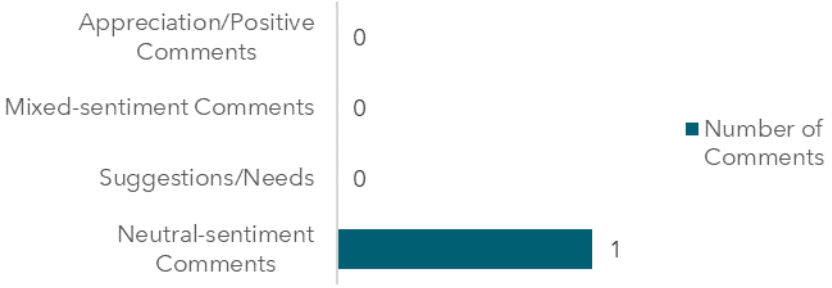
- AAC Device
- Grade Report
- iPad/tablet
- No trabajo [No work]

3. My school works with my parents/guardian to help me to do my best in school.
n=27



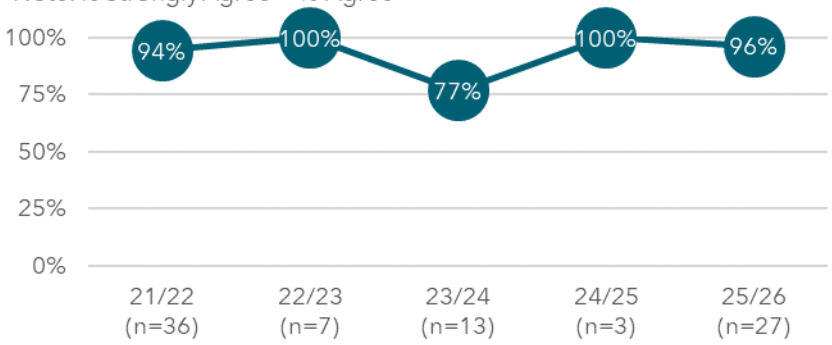
Comment Analysis

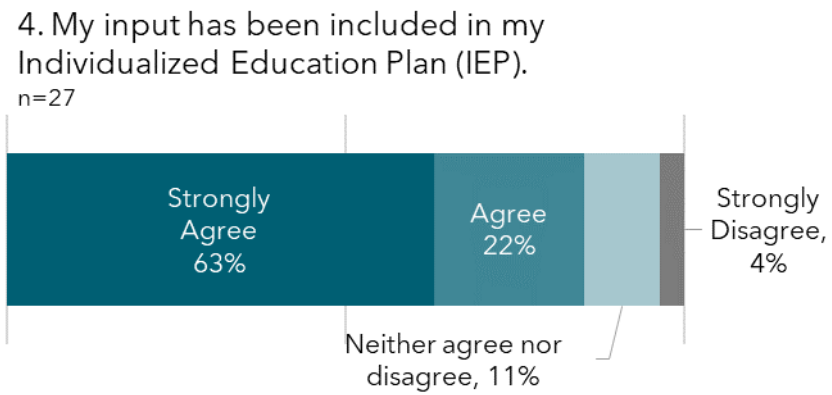
All comments are provided at the end of the report.

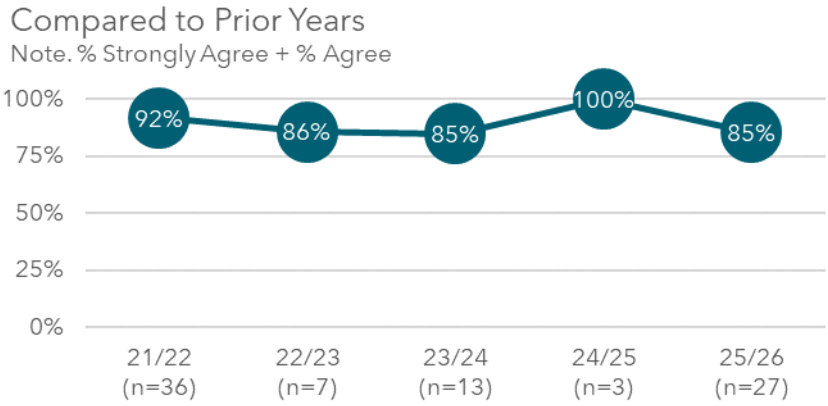


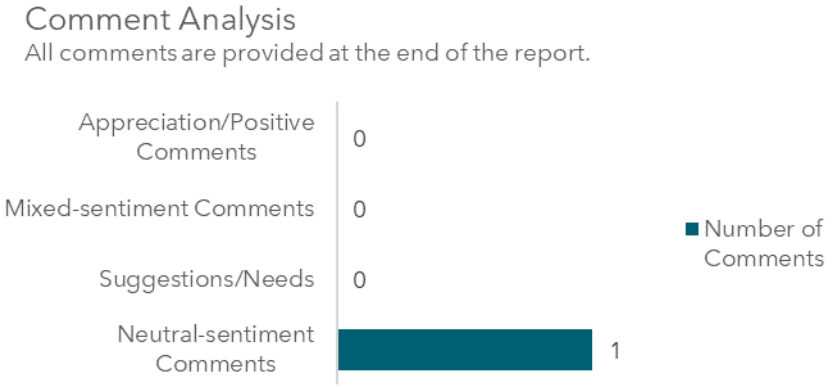
Compared to Prior Years

Note. % Strongly Agree + % Agree



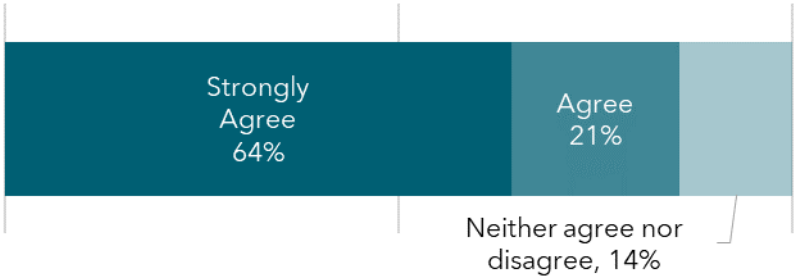

4. My input has been included in my Individualized Education Plan (IEP).
n=27
Strongly Agree 63%
Agree 22%
Strongly Disagree, 4%
Neither agree nor disagree, 11%


Compared to Prior Years
Note. % Strongly Agree + % Agree
100%
75%
50%
25%
0%
92%
86%
85%
100%
85%
21/22 (n=36)
22/23 (n=7)
23/24 (n=13)
24/25 (n=3)
25/26 (n=27)


Comment Analysis
All comments are provided at the end of the report.
Appreciation/Positive Comments
0
Mixed-sentiment Comments
0
Suggestions/Needs
0
Neutral-sentiment Comments
1
Number of Comments

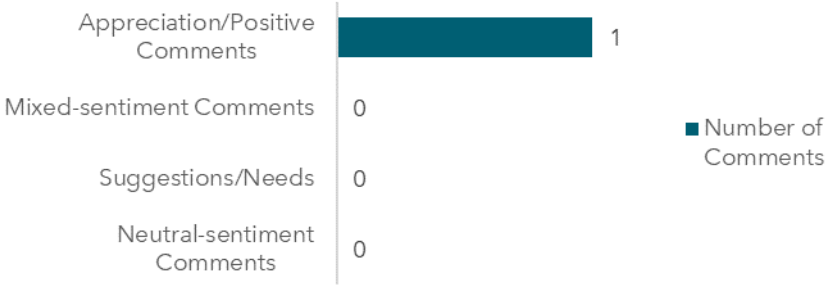
5. I feel like my teacher cares if I am absent from school.

n=28



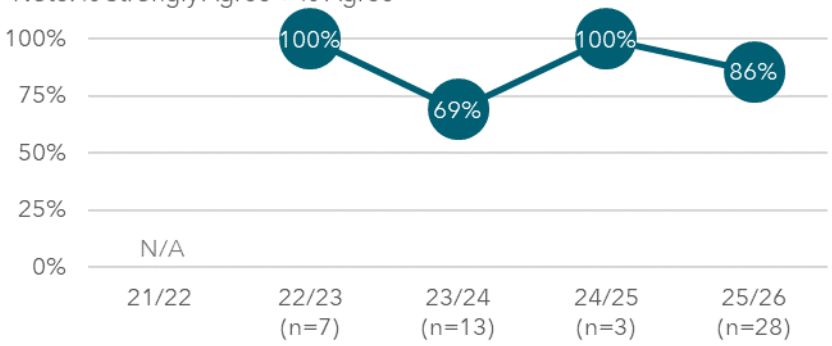
Comment Analysis

All comments are provided at the end of the report.



Compared to Prior Years

Note. % Strongly Agree + % Agree



6. I feel connected to my teacher and school community.

n=28



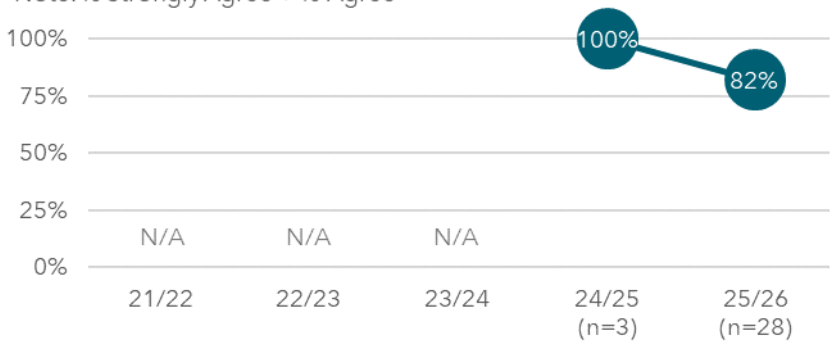
Comment Analysis

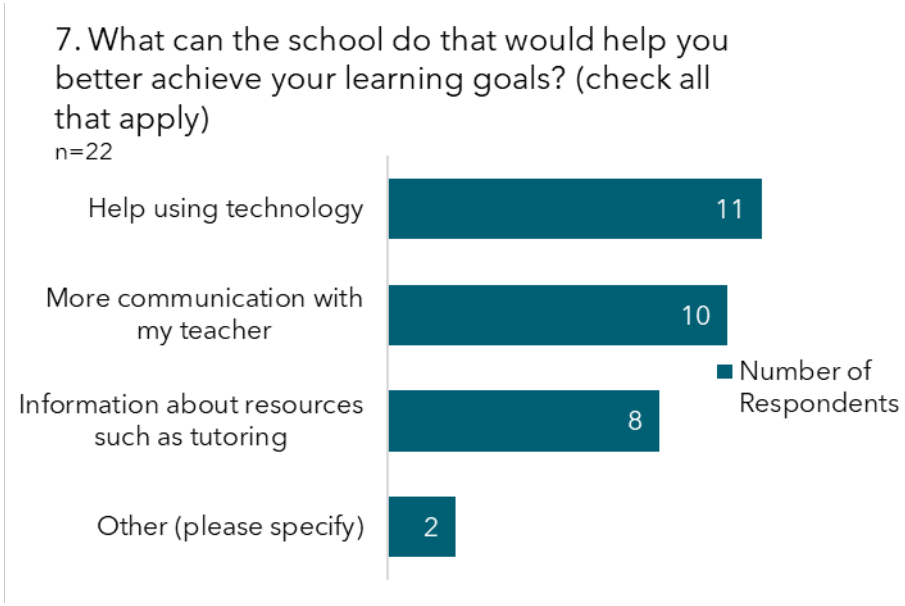
All comments are provided at the end of the report.

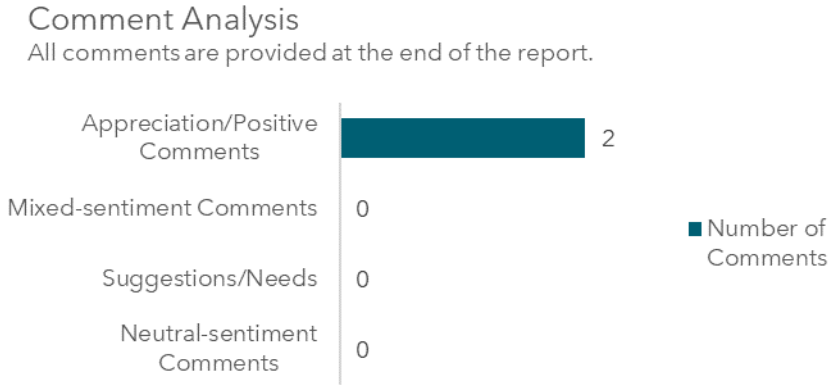


Compared to Prior Years

Note. % Strongly Agree + % Agree





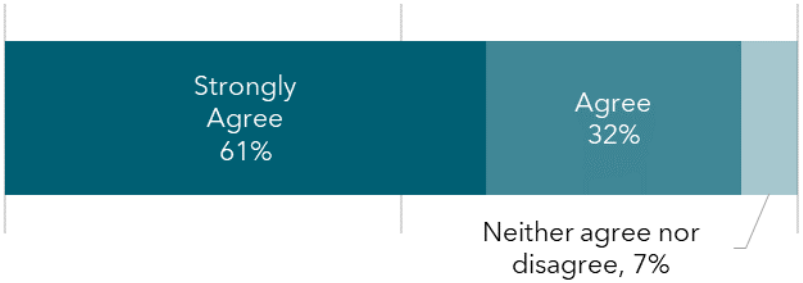


Other (write in) responses:

- Implementing ABA (Applied Behavior Analysis) strategies in the classroom Will be useful
- More help in classrooms more Aides

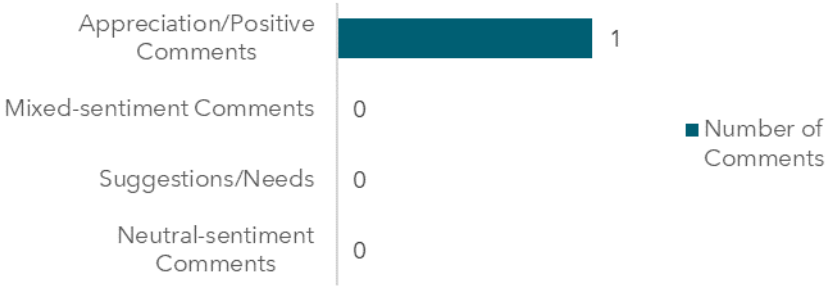
8. I feel safe when I'm at my school site.

n=28



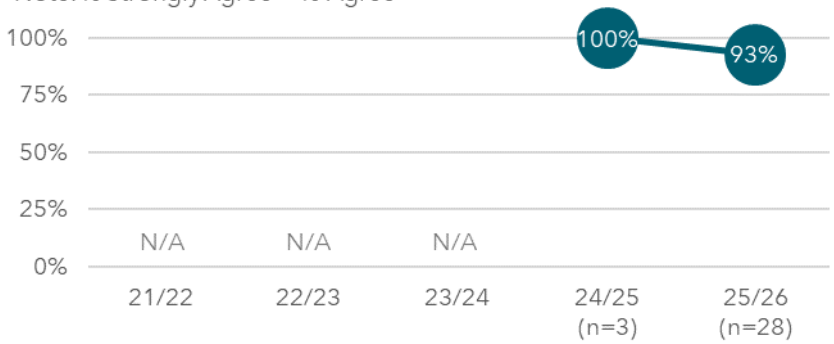
Comment Analysis

All comments are provided at the end of the report.



Compared to Prior Years

Note. % Strongly Agree + % Agree



9. My school provides meaningful and engaging learning opportunities for me.
n=28



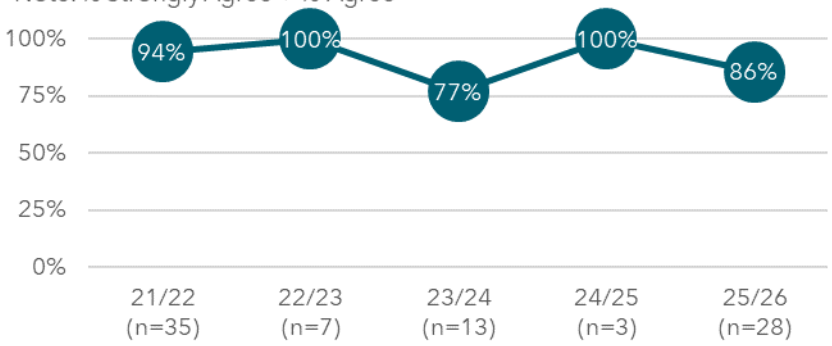
Comment Analysis

All comments are provided at the end of the report.



Compared to Prior Years

Note. % Strongly Agree + % Agree



10. My school supports and values cultural diversity and inclusion.

n=28



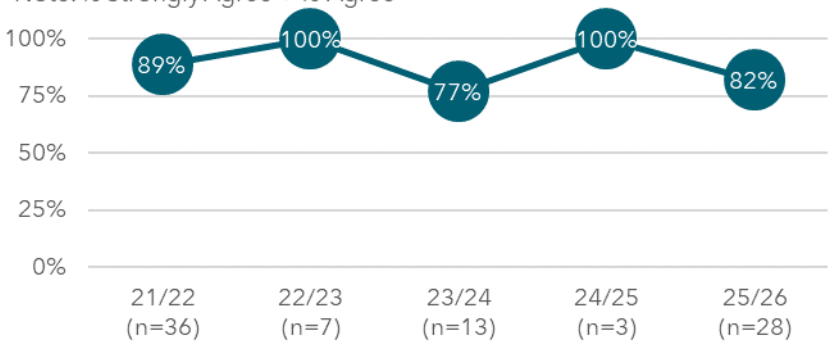
Comment Analysis

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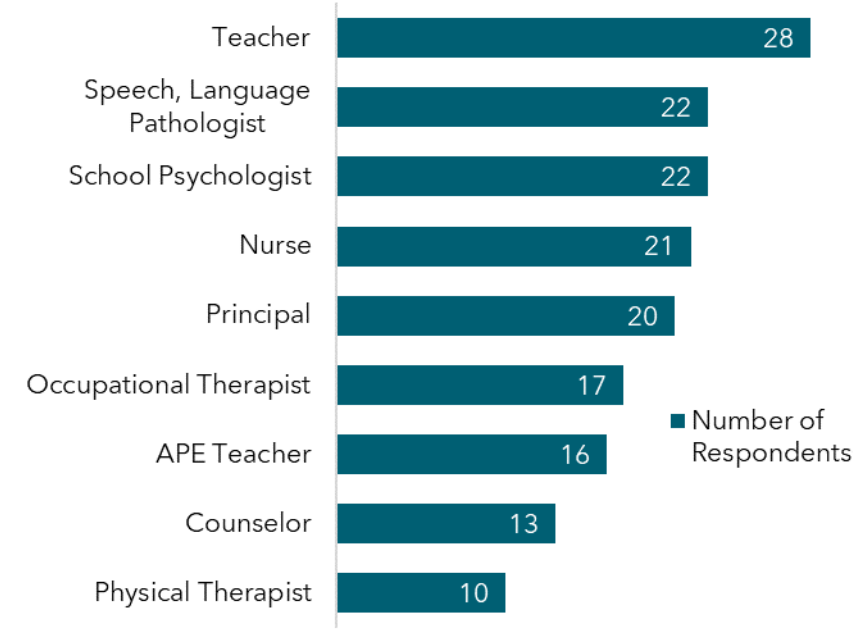
Compared to Prior Years

Note. % Strongly Agree + % Agree



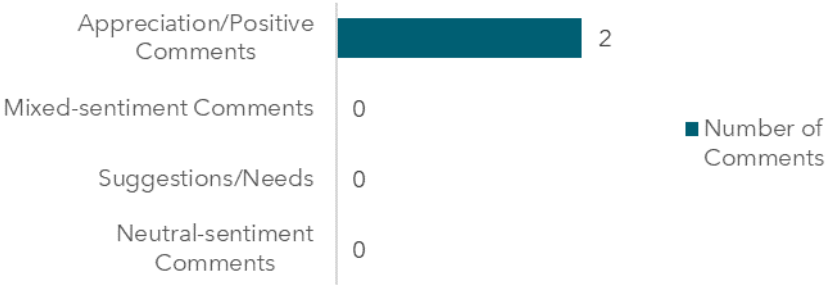
11. I am familiar with the following staff at my school. (check all that apply)

n=28



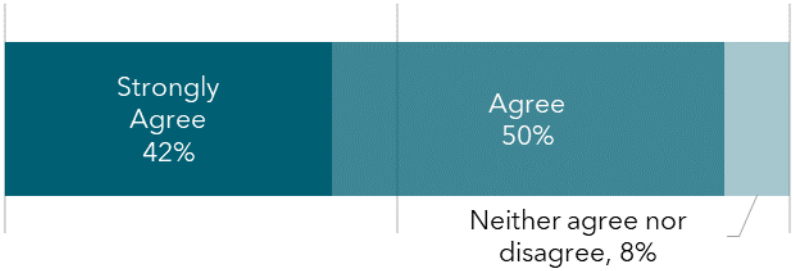
Comment Analysis

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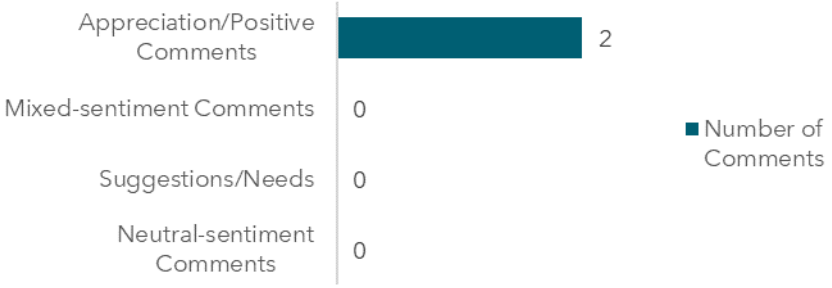
12. My school prepares me for my future.

n=1 (6th grade and up)



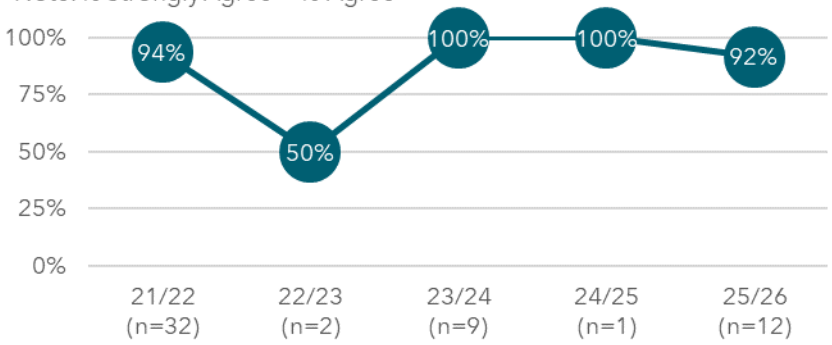
Comment Analysis

All comments are provided at the end of the report.



Compared to Prior Years

Note. % Strongly Agree + % Agree



Comments for 1. My school provides materials and learning tools to meet my educational needs.

Appreciation/ Positive Comments	• Everything is good, just I think it will be helpful to have some ABA training for the staff. • It very important that high school rules to learning and materials to meet educational in needs
Mixed-sentiment Comments	None received
Suggestions/ Needs	None received
Neutral-sentiment Comments	None received

Comments for 2. Check all that may have been provided to you by your school.

Appreciation/ Positive Comments	• I've been to check to make sure that I was provided by school in to right things to brings
Mixed-sentiment Comments	None received
Suggestions/ Needs	None received
Neutral-sentiment Comments	None received

Comments for 3. My school works with my parents/guardian to help me to do my best in school.

Appreciation/ Positive Comments	None received
Mixed-sentiment Comments	None received
Suggestions/ Needs	None received
Neutral-sentiment Comments	• sometime my parents always help me to complete mastered in class and studied

Comments for 4. My input has been included in my Individualized Education Plan (IEP).

Appreciation/ Positive Comments	None received
Mixed-sentiment Comments	None received
Suggestions/ Needs	None received
Neutral-sentiment Comments	• It for parents to explanation to what student has been doing and check their grades

Comments for 5. I feel like my teacher cares if I am absent from school.

Appreciation/ Positive Comments	• Yes, teachers do care for students absent, students can ask their teachers if they have appointed
Mixed-sentiment Comments	None received
Suggestions/ Needs	None received
Neutral-sentiment Comments	None received

Comments for 6. I feel connected to my teacher and school community.

Appreciation/ Positive Comments	None received
Mixed-sentiment Comments	None received
Suggestions/ Needs	None received
Neutral-sentiment Comments	None received

Comments for 7. What can the school do that would help you better achieve your learning goals?

Appreciation/ Positive Comments	• Cannot think of anything • I feel connected and I feel that you guys are doing a great job!
Mixed-sentiment Comments	None received
Suggestions/ Needs	None received
Neutral-sentiment Comments	None received

Comments for 8. I feel safe when I'm at my school site.

Appreciation/ Positive Comments	• Satisfecho [Satisfied]
Mixed-sentiment Comments	None received
Suggestions/ Needs	None received
Neutral-sentiment Comments	None received

Comments for 9. My school provides meaningful and engaging learning opportunities for me.

Appreciation/ Positive Comments	None received
Mixed-sentiment Comments	None received
Suggestions/ Needs	None received
Neutral-sentiment Comments	None received

Comments for 10. My school supports and values cultural diversity and inclusion.

Appreciation/ Positive Comments	None received
Mixed-sentiment Comments	None received
Suggestions/ Needs	None received
Neutral-sentiment Comments	None received

Comments for 11. I am familiar with the following staff at my school.

Appreciation/ Positive Comments	• Muy bien [Very good] • you are all the best.
Mixed-sentiment Comments	None received
Suggestions/ Needs	None received
Neutral-sentiment Comments	None received

Comments for 12. My school prepares me for my future.

Appreciation/ Positive Comments	• thank you very much for everything the school, staffs have done for my kids. Really appreciate it. • yes, high school has way prepares for student's future like sent job or college
Mixed-sentiment Comments	None received
Suggestions/ Needs	None received
Neutral-sentiment Comments	None received

Stefan Bean, Ed.D.
County Superintendent of Schools

Appendix E

CONNECTIONS
Family Feedback

2025-2026

Prepared By:
Research, Evaluation, and Data Inquiry at OCDE
February 2026

The following is a summary of the data collected from a survey of CONNECTIONS students' parents. This data summary is arranged to provide survey results by survey and by item.

Instrument:

Survey items were developed to capture respondents' perceptions of how well the district is achieving its LCAP goals. This survey is structured so that respondents would retrospectively report on the degree to which they felt each item was met, accomplished, or achieved.

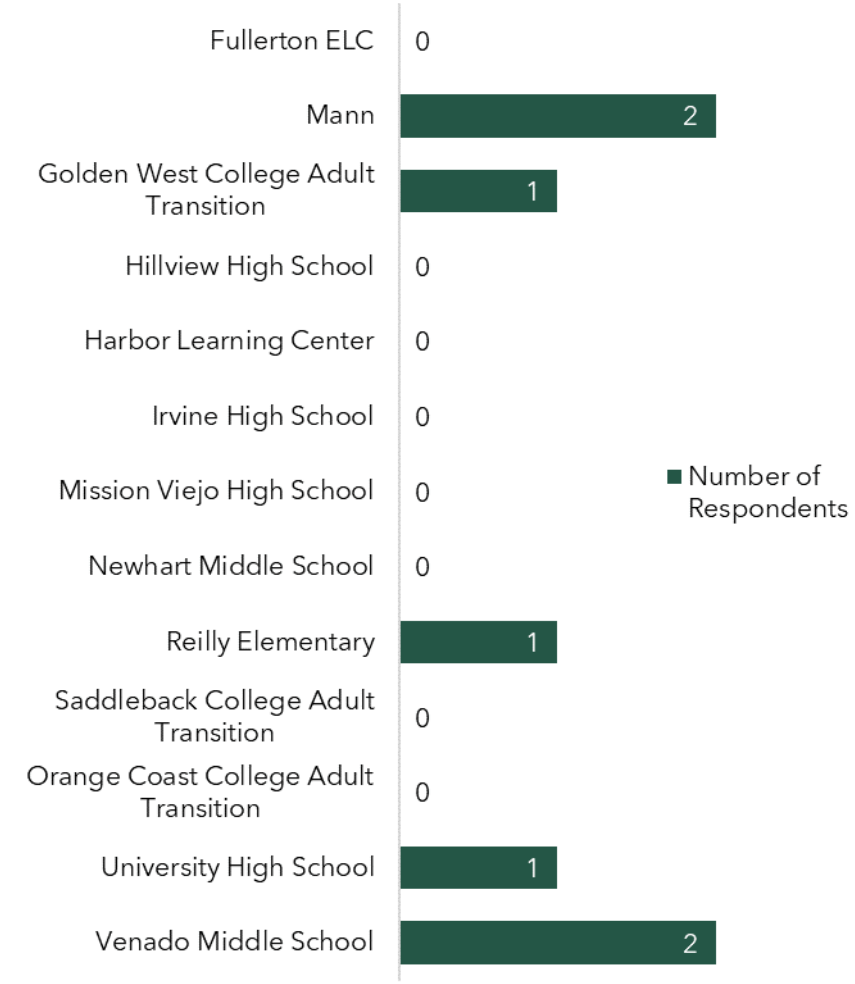
Method:

The survey was administered online with an approximate 14-week administration window: November 10, 2025, to February 13, 2026. Following the standard Research, Evaluation, and Data Inquiry (REDI) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 7 survey responses were received (N=7 parents).

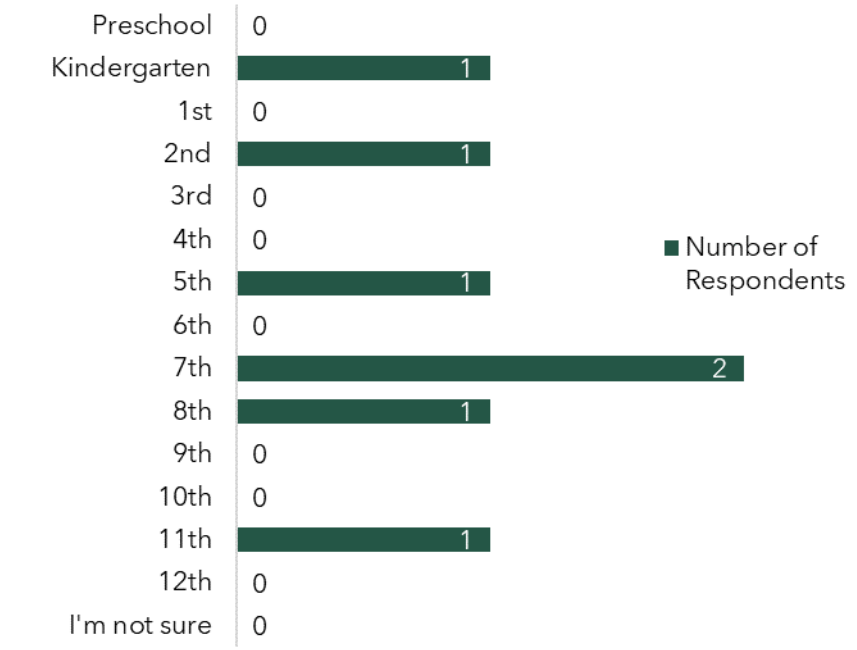
Analysis:

The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received. A comparison to prior survey data was conducted where possible.

What school site does your student attend?
n=7



My student's grade level:
n=7



How long has your student been enrolled in our program?
n=7



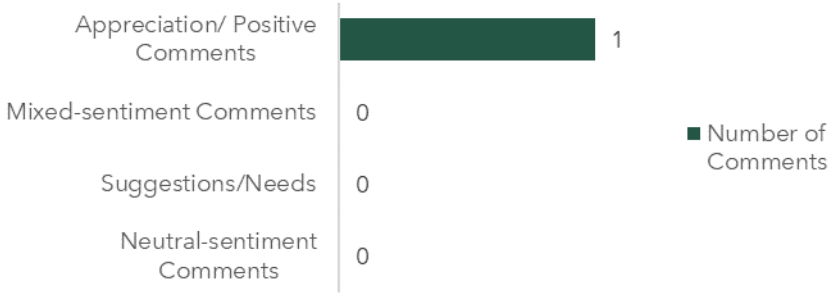
1. I feel my student is making progress on IEP goals and objectives.

n=7



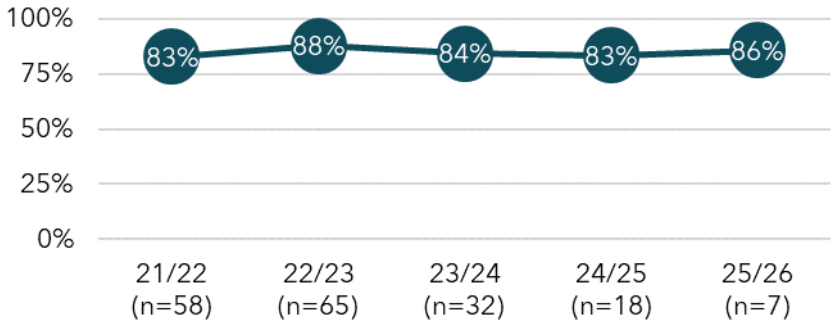
Comment Analysis

All comments are provided at the end of the report.



Compared to Prior Years

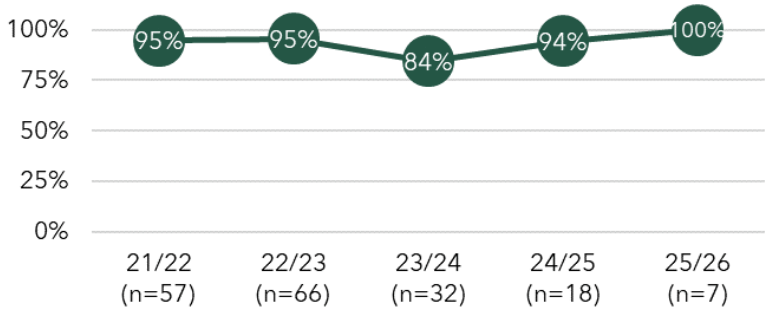
Note. % Strongly Agree + % Agree



2. a) I have discussed my student's education with his/her teacher.
n=7



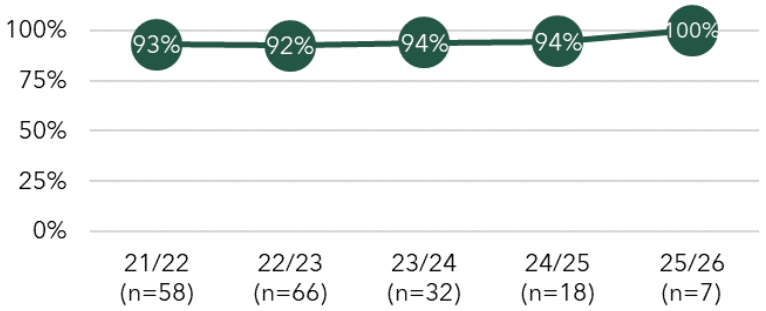
Compared to Prior Years
Note. % Strongly Agree + % Agree



2. b) I feel comfortable reaching out to my student's school.
n=7

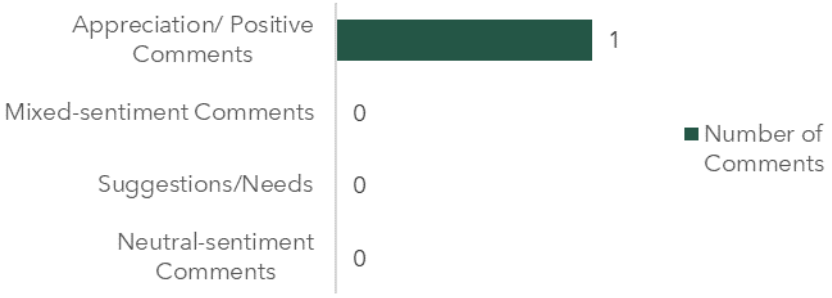


Compared to Prior Years
Note. % Strongly Agree + % Agree

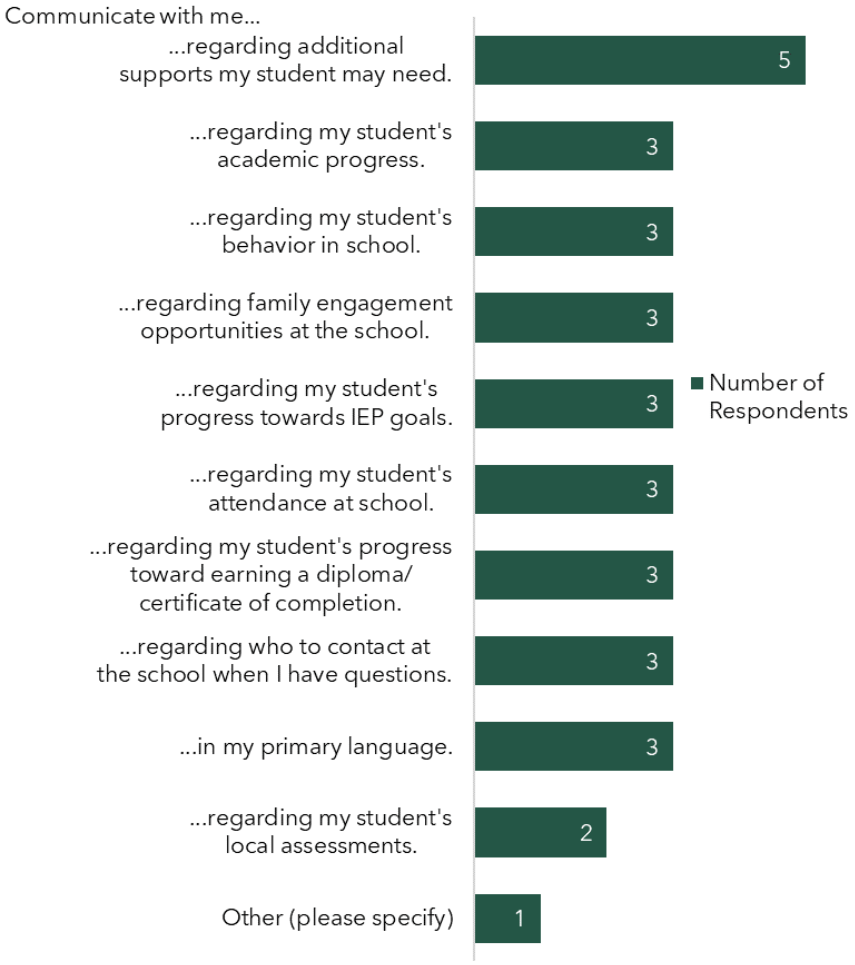


Comment Analysis

All comments are provided at the end of the report.



3. What are additional ways the school can better meet your student's educational needs? (check all that apply)
n=6



Other (write in) responses:

- Share the resources they use like visuals and picture schedules which they do! It solidifies the language my child is learning.

Comment Analysis

All comments are provided at the end of the report.



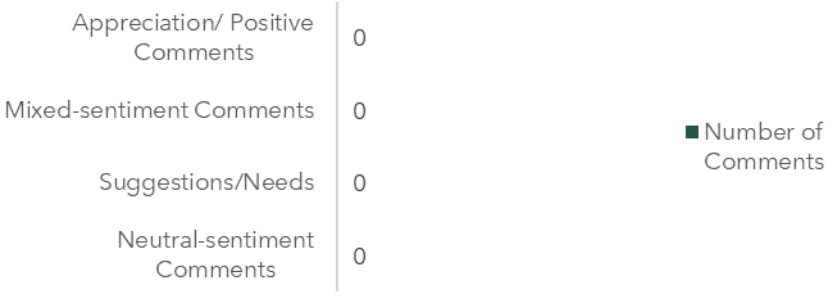
4. Communication from the school is timely and consistent.

n=7



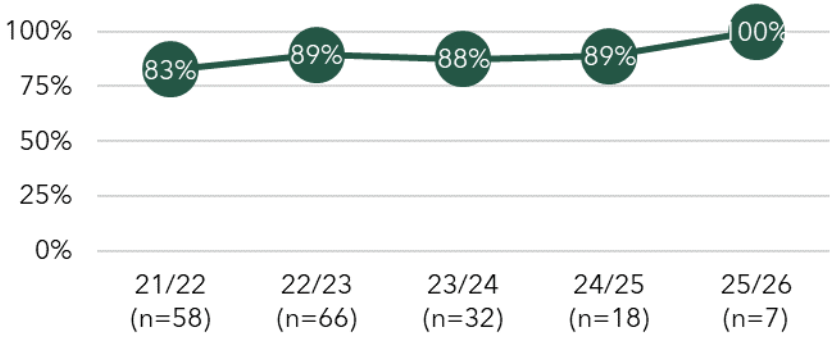
Comment Analysis

All comments are provided at the end of the report.



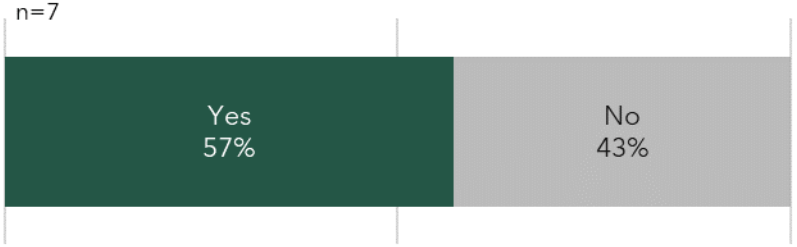
Compared to Prior Years

Note. % Strongly Agree + % Agree



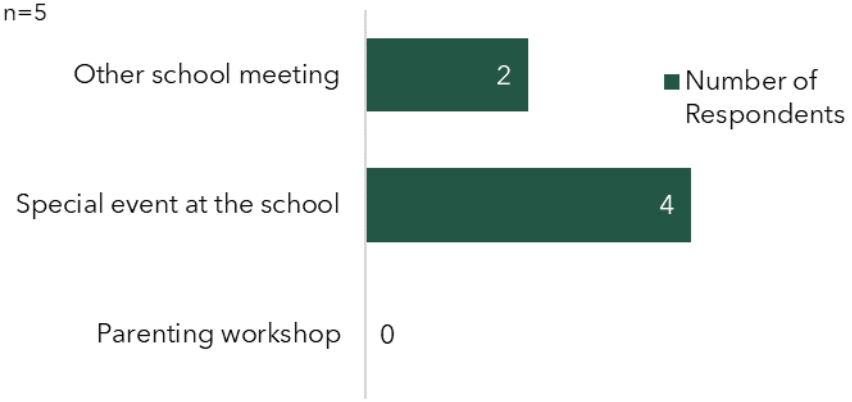
5. a) Have you attended a school meeting, event, or workshop, either in person or virtually, during the past six months?

n=7



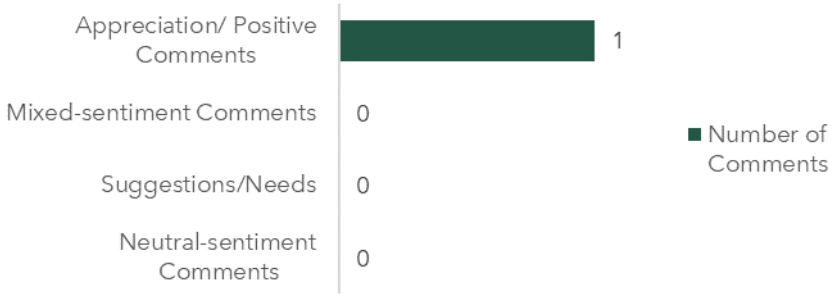
5. b) If yes, what did you attend? (select all that apply)

n=5



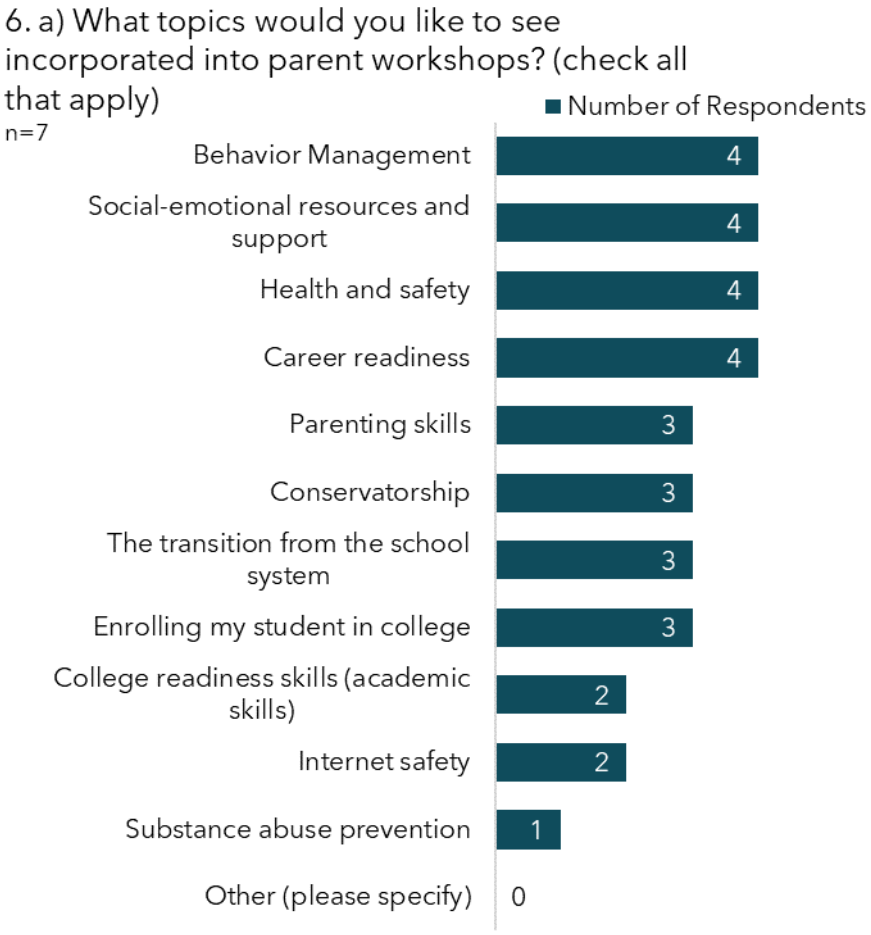
Comment Analysis

All comments are provided at the end of the report.



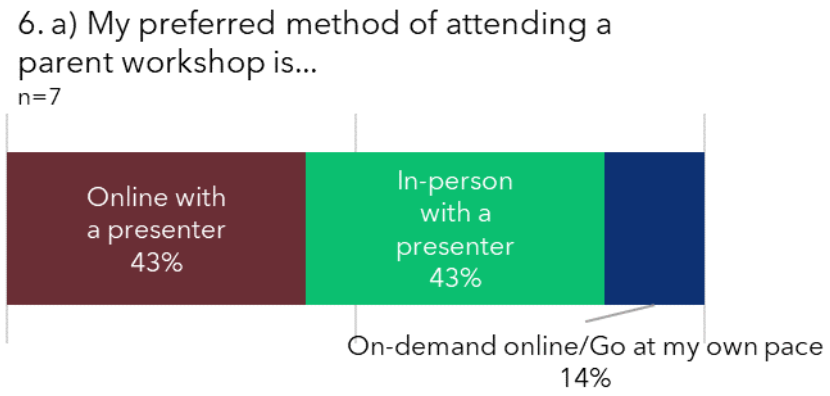
Other (write in) responses:

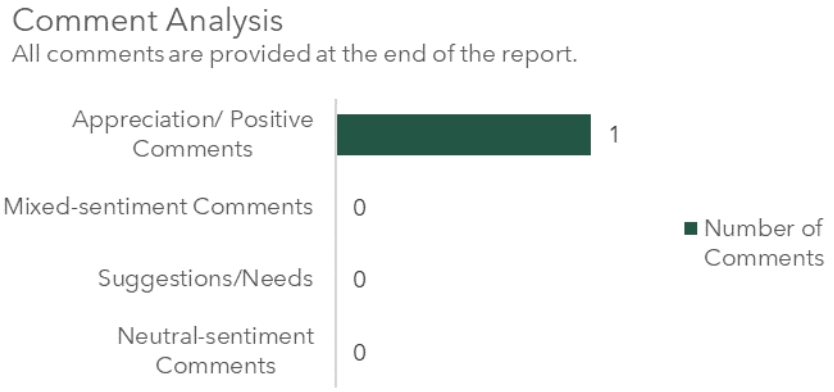
- IEP meeting
- Parent and teacher student progress meeting.

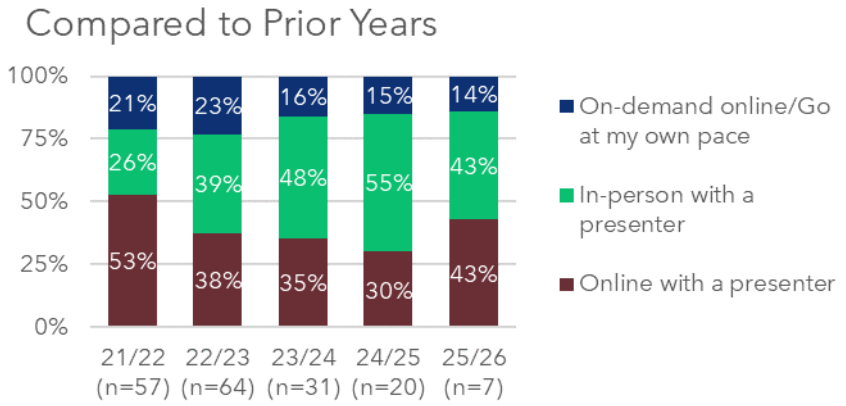


Other (write in) responses:

None received


6. a) My preferred method of attending a parent workshop is...
n=7
Online with a presenter 43%
In-person with a presenter 43%
On-demand online/Go at my own pace 14%


Comment Analysis
All comments are provided at the end of the report.
Appreciation/ Positive Comments
1
Mixed-sentiment Comments
0
Suggestions/Needs
0
Neutral-sentiment Comments
0
Number of Comments


Compared to Prior Years
100%
75%
50%
25%
0%
21%
26%
53%
23%
39%
38%
16%
48%
35%
15%
55%
30%
14%
43%
43%
21/22 (n=57)
22/23 (n=64)
23/24 (n=31)
24/25 (n=20)
25/26 (n=7)
On-demand online/Go at my own pace
In-person with a presenter
Online with a presenter

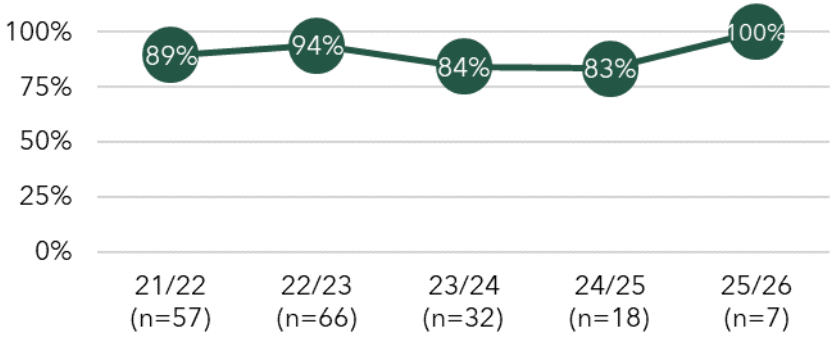
7. My student's school supports and values cultural diversity and inclusion.

n=18



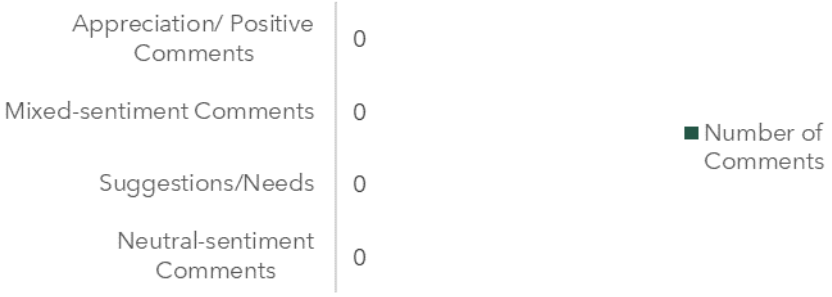
Compared to Prior Years

Note. % Strongly Agree + % Agree



Comment Analysis

All comments are provided at the end of the report.



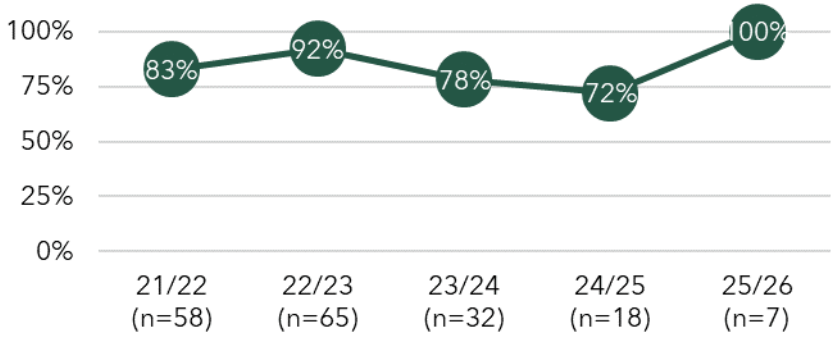
8. I feel like the school is meeting my student's social-emotional needs.

n=7



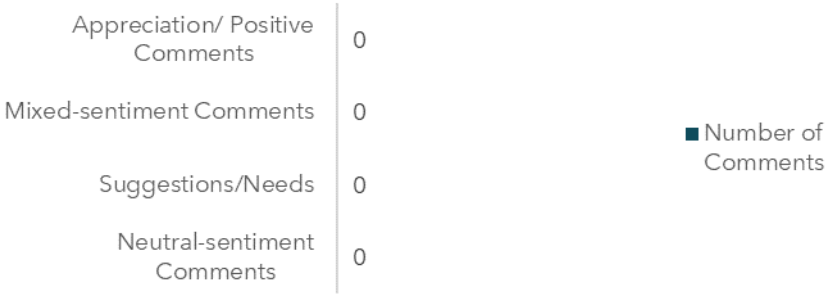
Compared to Prior Years

Note. % Strongly Agree + % Agree



Comment Analysis

All comments are provided at the end of the report.



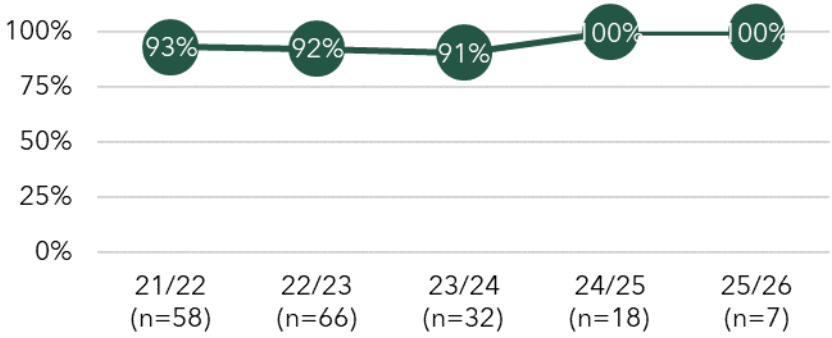
9. The school is a safe place for my student.

n=7



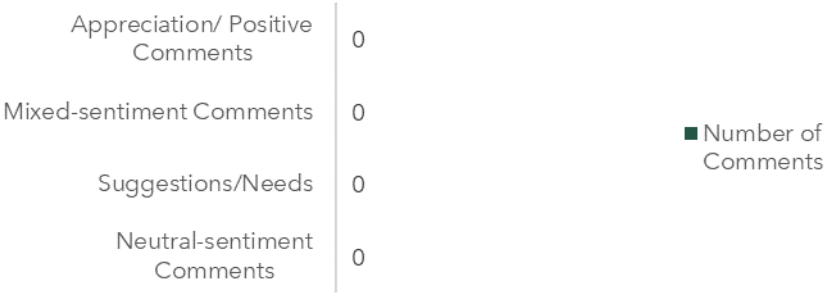
Compared to Prior Years

Note. % Strongly Agree + % Agree



Comment Analysis

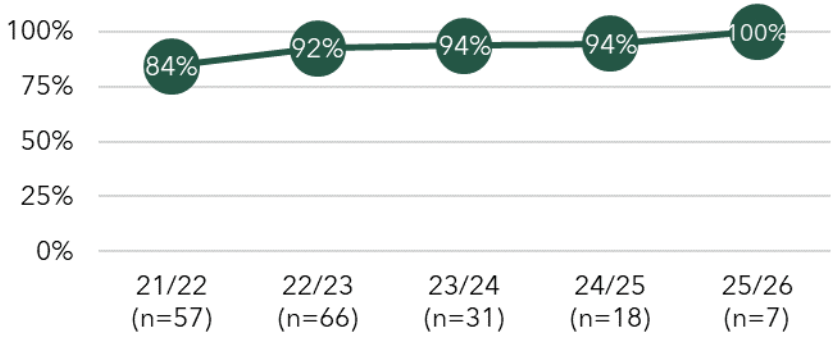
All comments are provided at the end of the report.



10. I agree with the priorities of the OCDE CONNECTIONS program: (Student/Parent/School Engagement, Student Outcomes, Conditions of Learning)
n=7



Compared to Prior Years
Note. % Strongly Agree + % Agree



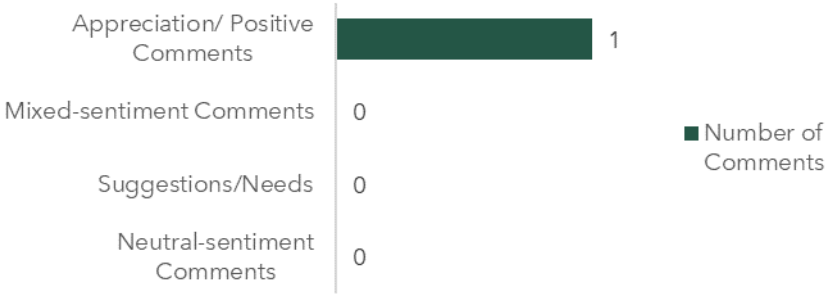
Comment Analysis
All comments are provided at the end of the report.



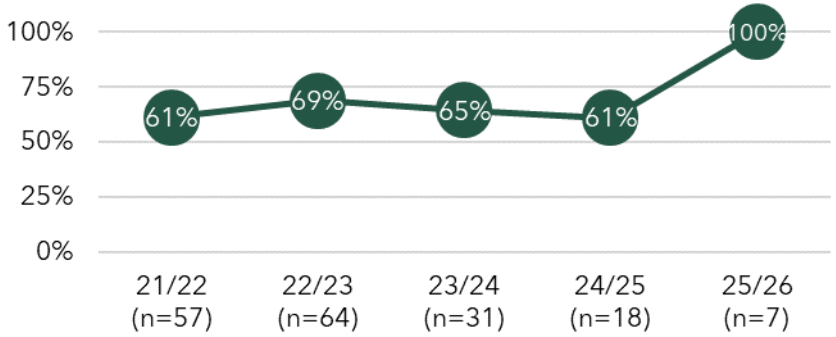
11. My student is being prepared for college, career, and/or with life skills (including day programs and postsecondary programs)
n=7



Comment Analysis
All comments are provided at the end of the report.



Compared to Prior Years
Note. % Strongly Agree + % Agree



Comments for 1. I feel my student is making progress on IEP goals and objectives.	
Appreciation/ Positive Comments	• The team is amazing!
Mixed-sentiment Comments	None received
Suggestions/ Needs	None received
Neutral-sentiment Comments	None received

Comments for Communicating with the Teacher or School (items 2a and 2b)	
Appreciation/ Positive Comments	• She's always available! Thank you!
Mixed-sentiment Comments	None received
Suggestions/ Needs	None received
Neutral-sentiment Comments	None received

Comments for 3. What are additional ways the school can better meet your student's educational needs?	
Appreciation/ Positive Comments	None received
Mixed-sentiment Comments	None received
Suggestions/ Needs	None received
Neutral-sentiment Comments	None received

Comments for 4. Communication from the school is timely and consistent.	
Appreciation/ Positive Comments	None received
Mixed-sentiment Comments	None received
Suggestions/ Needs	None received
Neutral-sentiment Comments	None received

Comments for Events Attended (items 5a and 5b)

Appreciation/ Positive Comments	• They are so inviting and friendly and well organized.
Mixed-sentiment Comments	None received
Suggestions/ Needs	None received
Neutral-sentiment Comments	None received

Comments for Parent Workshops (items 6a and 6b)

Appreciation/ Positive Comments	• The more I learn the better.
Mixed-sentiment Comments	None received
Suggestions/ Needs	None received
Neutral-sentiment Comments	None received

Comments for 7. My student's school supports and values cultural diversity and inclusion.	
Appreciation/ Positive Comments	None received
Mixed-sentiment Comments	None received
Suggestions/ Needs	None received
Neutral-sentiment Comments	None received

Comments for 8. I feel like the school is meeting my child's social-emotional needs.	
Appreciation/ Positive Comments	None received
Mixed-sentiment Comments	None received
Suggestions/ Needs	None received
Neutral-sentiment Comments	None received

Comments for 9. The school is a safe place for my child.

Appreciation/ Positive Comments	None received
Mixed-sentiment Comments	None received
Suggestions/ Needs	None received
Neutral-sentiment Comments	None received

Comments for 10. I agree with the priorities of the OCDE CONNECTIONS program. (Student/Parent/School Engagement, Student Outcomes, and Conditions of Learning)

Appreciation/ Positive Comments	None received
Mixed-sentiment Comments	None received
Suggestions/ Needs	None received
Neutral-sentiment Comments	None received

Comments for 11. My student is being prepared for college, career, and/or life (including day programs and postsecondary programs).

Appreciation/ Positive Comments	• Thank you to the Mann Team! My son is in the best of hands! I know I have support and can go to them for anything.
Mixed-sentiment Comments	None received
Suggestions/ Needs	None received
Neutral-sentiment Comments	None received

Stefan Bean, Ed.D.
County Superintendent of Schools

Appendix E

CONNECTIONS Instructional Staff Feedback

2025-2026

Prepared By:
Research, Evaluation, and Data Inquiry at OCDE
February 2026

The following is a summary of the data collected from a survey of CONNECTIONS instructional staff. This data summary is arranged to provide survey results by survey and by item.

Instrument:

Survey items were developed to capture respondents' perceptions of how well the district is achieving its LCAP goals. This survey is structured so that respondents would retrospectively report on the degree to which they felt each item was met, accomplished, or achieved.

Method:

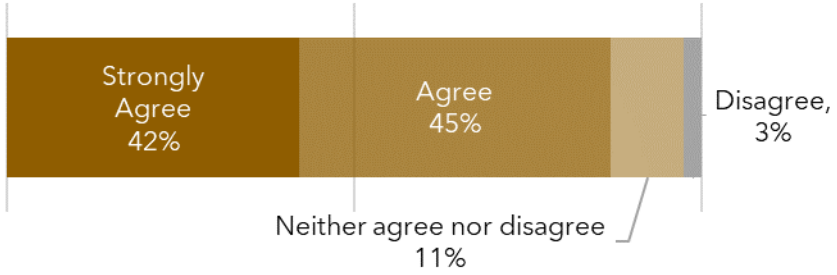
The survey was administered online with an approximate 14-week administration window: November 10, 2025, to February 9, 2026. Following the standard Research, Evaluation, and Data Inquiry (REDI) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 38 survey responses were received (N=38 instructional staff).

Analysis:

The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received. A comparison to prior survey data was conducted where possible.

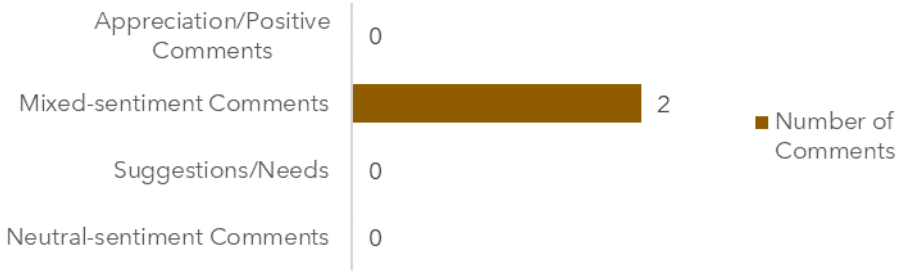
1. I am aware of the OCDE goals, missions, and priorities.

n=38



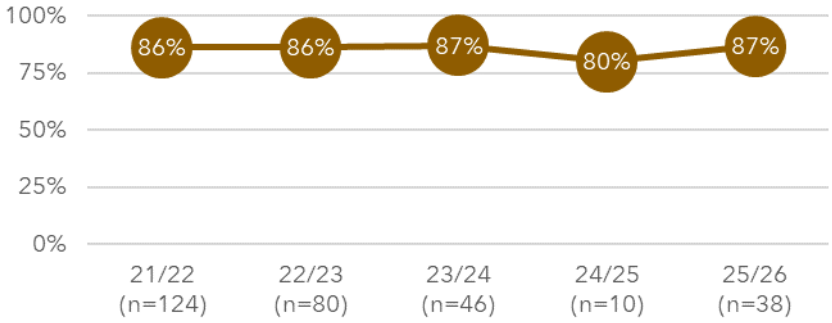
Comment Analysis

All comments are provided at the end of the report.



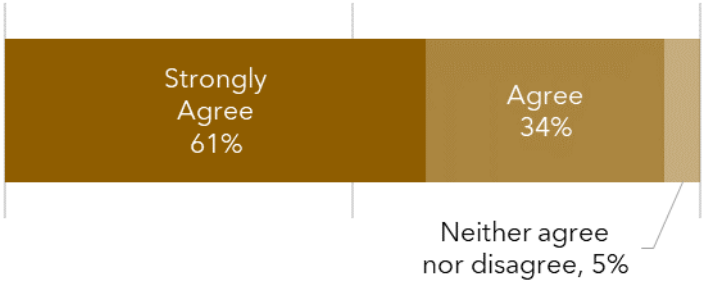
Compared to Prior Years

Note. % Strongly Agree + % Agree



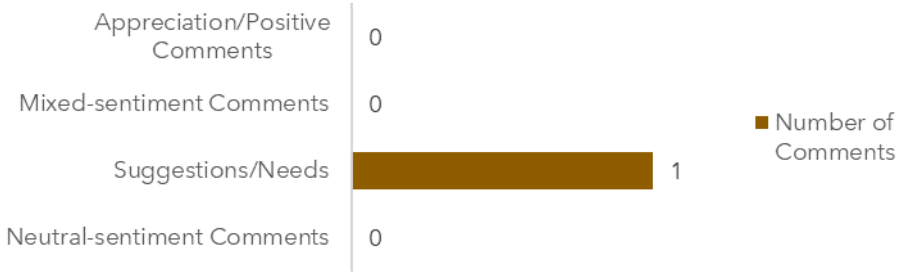
2. My school supports and values cultural diversity and inclusion.

n=38



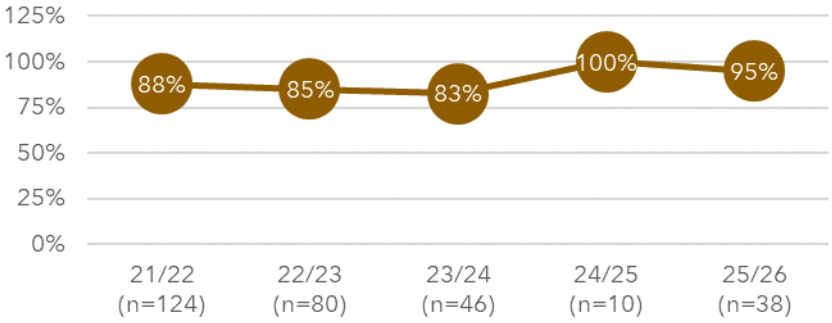
Comment Analysis

All comments are provided at the end of the report.

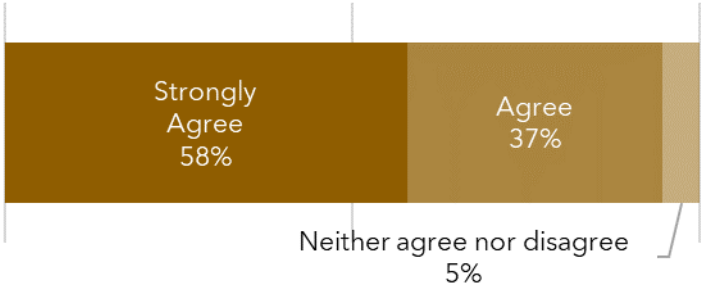


Compared to Prior Years

Note. % Strongly Agree + % Agree

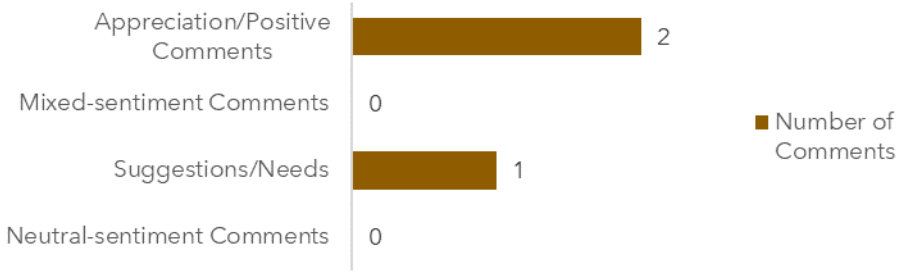


3. When issues or challenges with the students or families arise, support staff are available to support me.
n=38



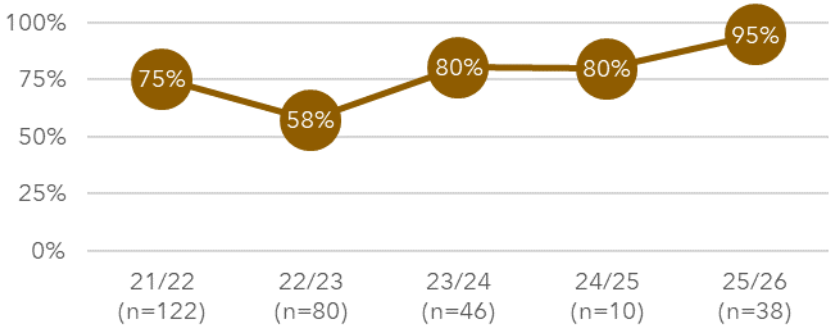
Comment Analysis

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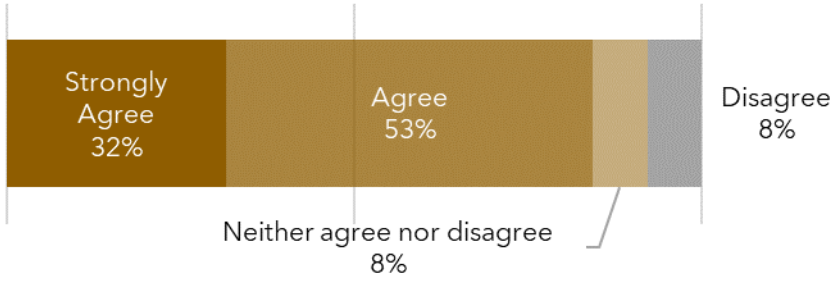


Compared to Prior Years

Note. % Strongly Agree + % Agree

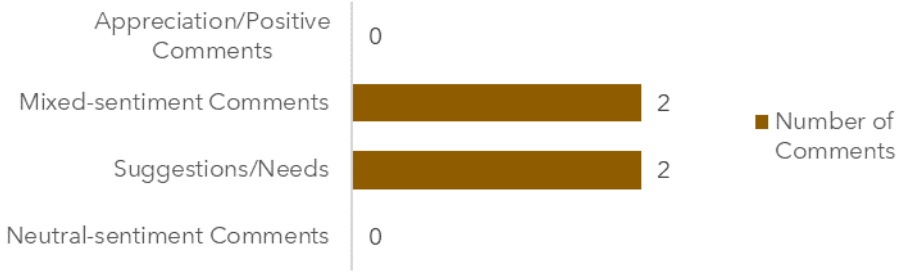


4. My workplace recognizes the importance of mental health and provides resources to staff.
n=38



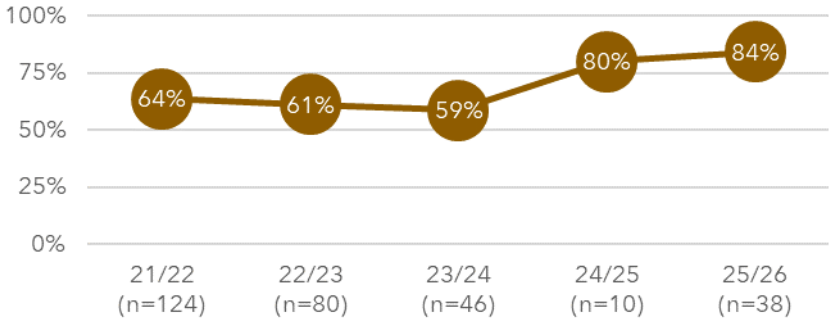
Comment Analysis

All comments are provided at the end of the report.

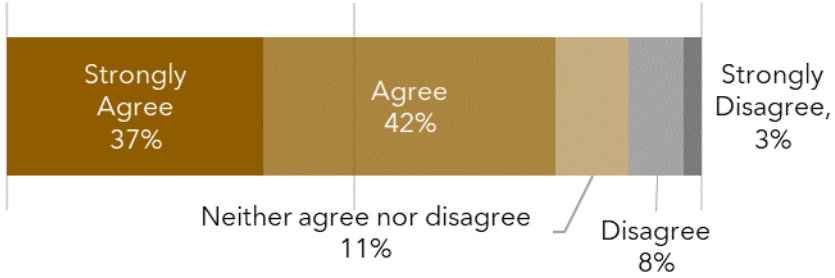


Compared to Prior Years

Note. % Strongly Agree + % Agree

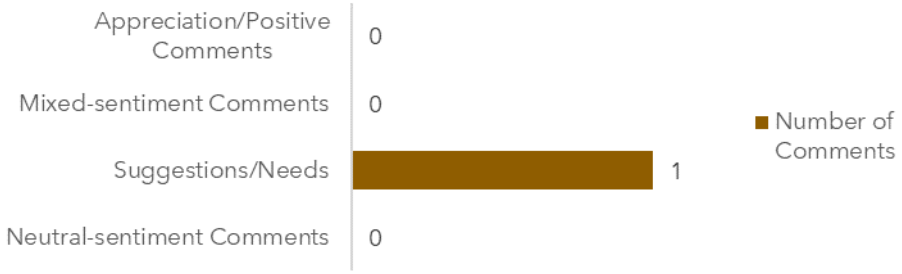


5. I am supported in my professional development and growth as an educator.
n=38



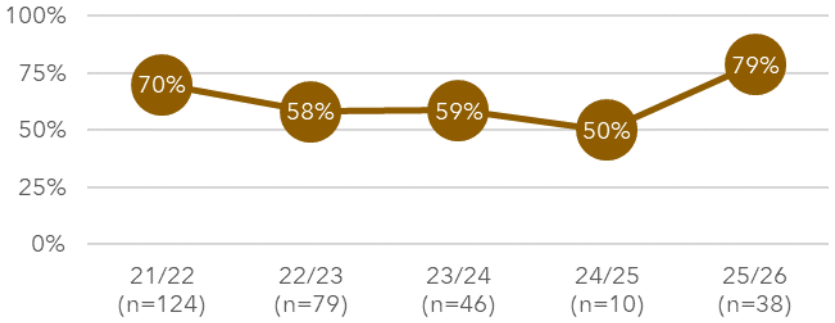
Comment Analysis

All comments are provided at the end of the report.

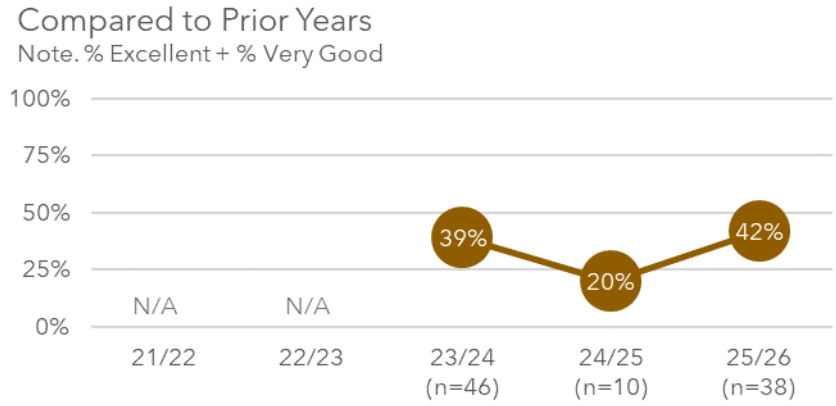


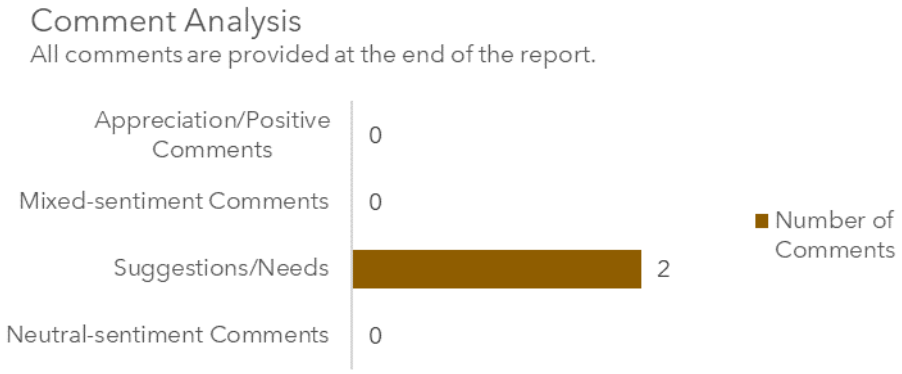
Compared to Prior Years

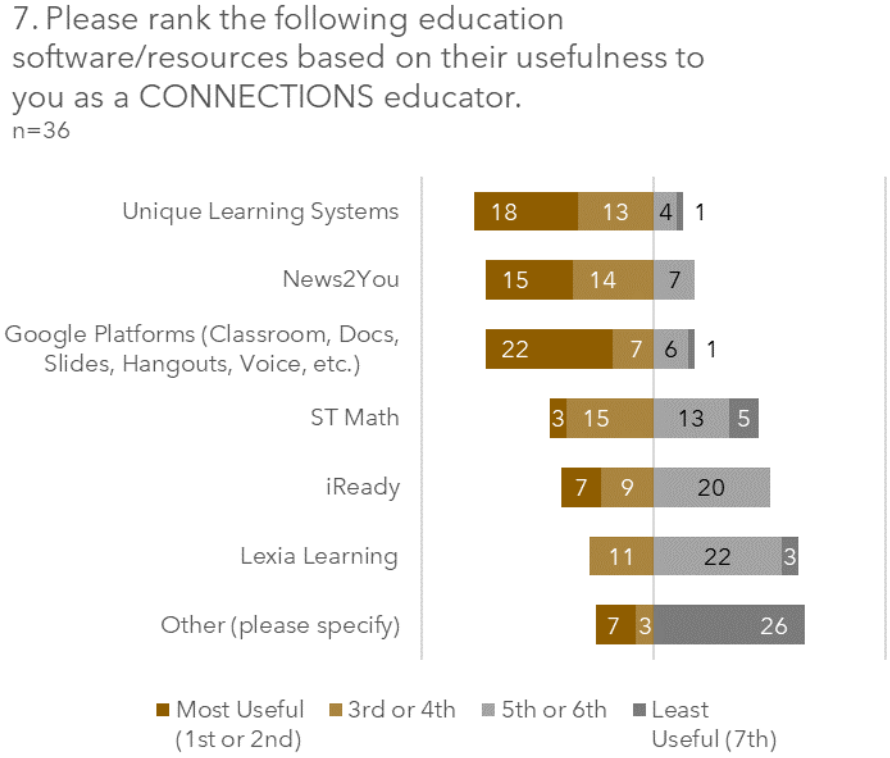
Note. % Strongly Agree + % Agree




6. How would you rate opportunities for professional development?
n=38
Excellent 18%
Very Good 24%
Good 34%
Fair 13%
Poor 11%

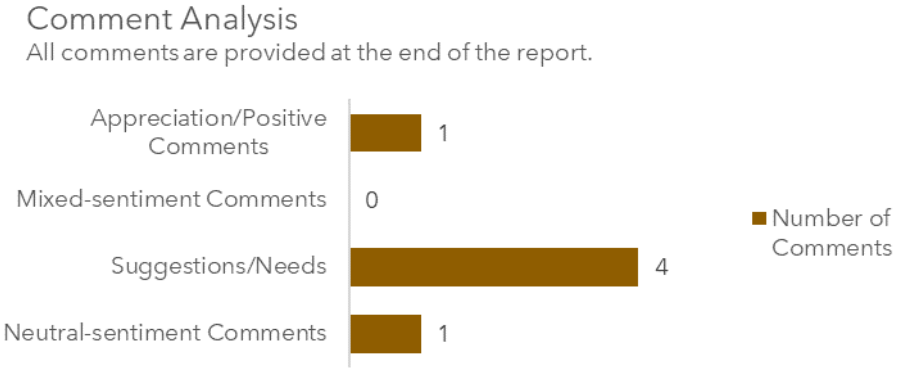

Compared to Prior Years
Note. % Excellent + % Very Good
100%
75%
50%
25%
0%
N/A
N/A
39%
20%
42%
21/22
22/23
23/24 (n=46)
24/25 (n=10)
25/26 (n=38)


Comment Analysis
All comments are provided at the end of the report.
Appreciation/Positive Comments
0
Mixed-sentiment Comments
0
Suggestions/Needs
2
Neutral-sentiment Comments
0
Number of Comments



Other (write in) responses:

- Bedrock
- Canva
- canvas
- classroom screen
- EPIC reading
- IXL, Generation Genius, A to Z
- Kahoot , Quizlet, IXL
- National Holiday
- newsforyouonline.com
- Scholastic



Comments for 1. I am aware of the OCDE goals, missions, and priorities.

Appreciation/ Positive Comments	None received
Mixed-sentiment Comments	• I am aware of the goals, missions and priorities, however I am not sure whether those goals and missions/priorities are being met to their best abilities. • I have seen them, but do not review them on a regular basis.
Suggestions/ Needs	None received
Neutral-sentiment Comments	None received

Comments for 2. My school supports and values cultural diversity and inclusion.

Appreciation/ Positive Comments	None received
Mixed-sentiment Comments	None received
Suggestions/ Needs	• Student population has been dwindling down, we know there are more kids we can serve out there in the community and it is frustrating to know those students are not being served to best of their needs
Neutral-sentiment Comments	None received

Comments for 3. When issues or challenges with the students arise, support staff are available to support me.

Appreciation/ Positive Comments	• I feel confident help can always be found when needed. • We have a very supportive Principal!!
Mixed-sentiment Comments	None received
Suggestions/ Needs	• Sometimes communication is lost between parents and school, parents don't call in to inform us about students changes, big life changes etc
Neutral-sentiment Comments	None received

Comments for 4. My workplace recognizes the importance of mental health and provides resources to staff.

Appreciation/ Positive Comments	None received
Mixed-sentiment Comments	• I'm not really sure what the mental health resources are, or where to find them. Can't think of any examples that support the fact of the importance of mental health resources. IUSD did offer access to the CALM app for free, which was amazing. • We are all welcome to take a day off when ever we need it however no mental health guidance has been given
Suggestions/ Needs	• Are there wellness classes available at OCDE? I see flyers around IUSD often for varied opportunities for group fitness and wellness classes. (I.e. yoga, strength conditioning, sound bath meditation, hiking, pickle ball, etc.) • It would be great to have a calming staff lounge with plants and decor, free snacks/drinks.
Neutral-sentiment Comments	None received

Comments for 5. I am supported in my professional development and growth as an educator.

Appreciation/ Positive Comments	None received
Mixed-sentiment Comments	None received
Suggestions/ Needs	• I would like to attend conferences and workshops. I would also like to have opportunities to present.
Neutral-sentiment Comments	None received

Comments for 6. How would you rate opportunities for professional development?

Appreciation/ Positive Comments	None received
Mixed-sentiment Comments	None received
Suggestions/ Needs	• There is not much offered. It would be nice to have supported areas to choose from for enhancement, if one desires. • To my knowledge, few and far between.
Neutral-sentiment Comments	None received

Comments for 7. Please rank the following educational software/resources based on their usefulness to you as a CONNECTIONS educator.

Appreciation/ Positive Comments	• I use News2YOu and Google Platforms daily
Mixed-sentiment Comments	None received
Suggestions/ Needs	• Dont use 3-7 [iReady, Lexia Learning, ST Math, Google Platforms, Other] • I only use Google Platforms, not the others listed. • I was not aware of Lexia Learning. • Number 1 & 2 [Unique Learning Systems and News2You] are in order, and the rest are random because either I have not heard of them, or do not use them.
Neutral-sentiment Comments	• I teach preschool so we don't use most of the software

Stefan Bean, Ed.D.
County Superintendent of Schools

Appendix E

CONNECTIONS Non-Instructional Staff Feedback

2025-2026

Prepared By:
Research, Evaluation, and Data Inquiry at OCDE
February 2026

The following is a summary of the data collected from a survey of CONNECTIONS non-instructional staff. This data summary is arranged to provide survey results by survey and by item.

Instrument:

Survey items were developed to capture respondents' perceptions of how well the district is achieving its LCAP goals. This survey is structured so that respondents would retrospectively report on the degree to which they felt each item was met, accomplished, or achieved.

Method:

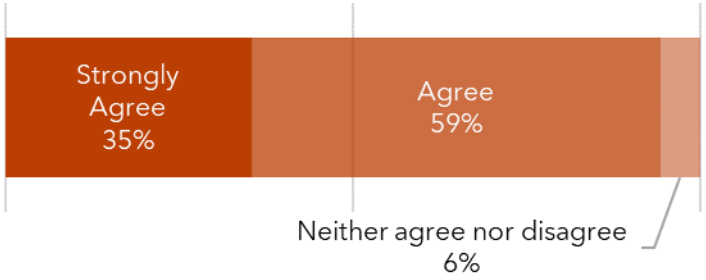
The survey was administered online with an approximate 14-week administration window: November 10, 2025, to February 9, 2026. Following the standard Research, Evaluation, and Data Inquiry (REDI) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 17 survey responses were received (N=17 non-instructional staff).

Analysis:

The data analysis strategy consists of basic descriptive statistics (e.g., frequencies and percentages); percentages were rounded to the nearest whole number. Unanswered items (i.e., blanks) and items answered with "N/A" were excluded from the analysis. Comments were transcribed as they were received. A comparison to prior survey data was conducted where possible.

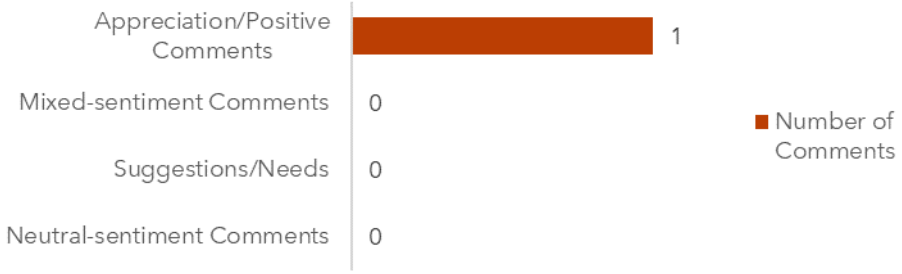
1. I am aware of the OCDE goals, missions, and priorities.

n=17



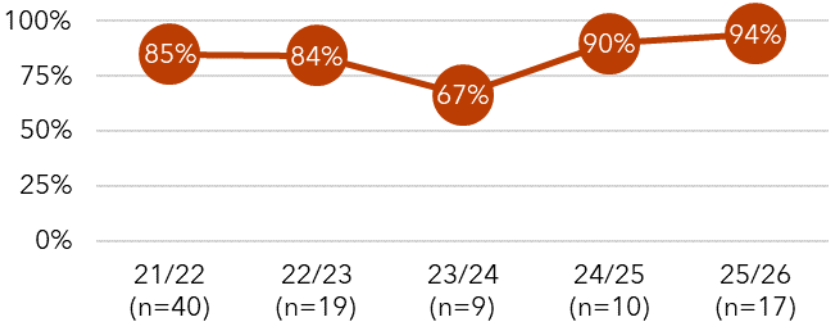
Comment Analysis

All comments are provided at the end of the report.



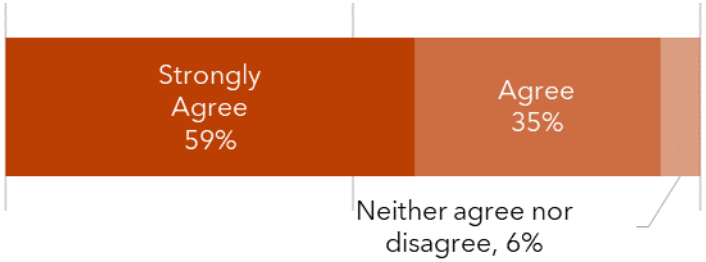
Compared to Prior Years

Note. % Strongly Agree + % Agree



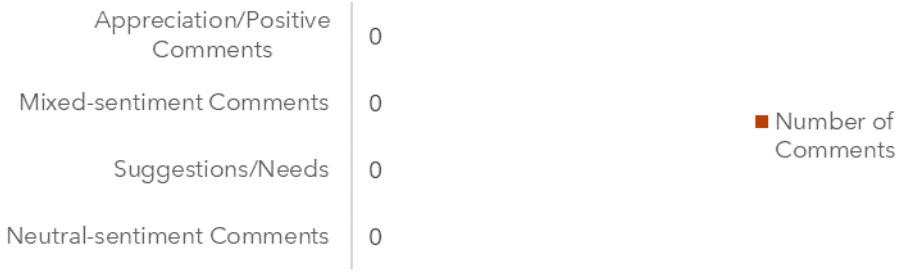
2. My workplace supports and values cultural diversity and inclusion.

n=17



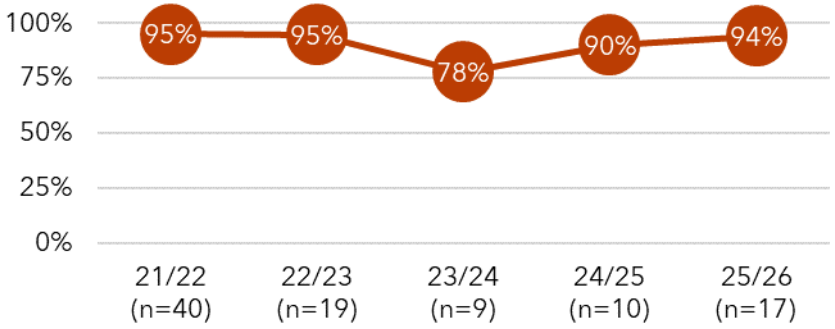
Comment Analysis

All comments are provided at the end of the report.



Compared to Prior Years

Note. % Strongly Agree + % Agree



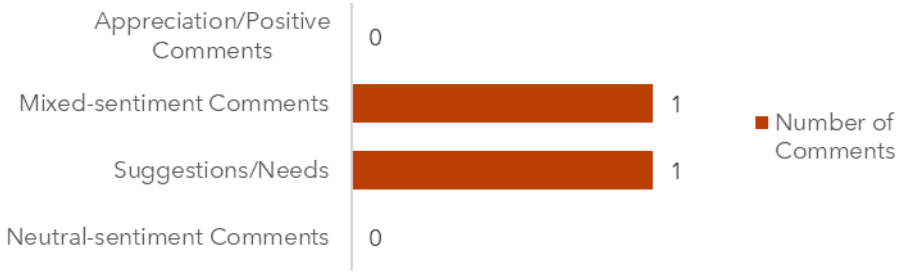
3. My workplace recognizes the importance of mental health and provides resources to staff.

n=17



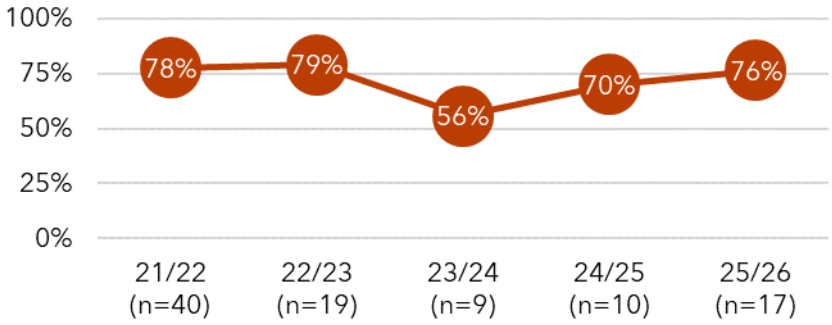
Comment Analysis

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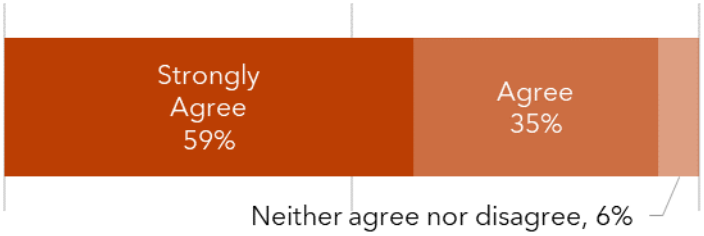
Compared to Prior Years

Note. % Strongly Agree + % Agree



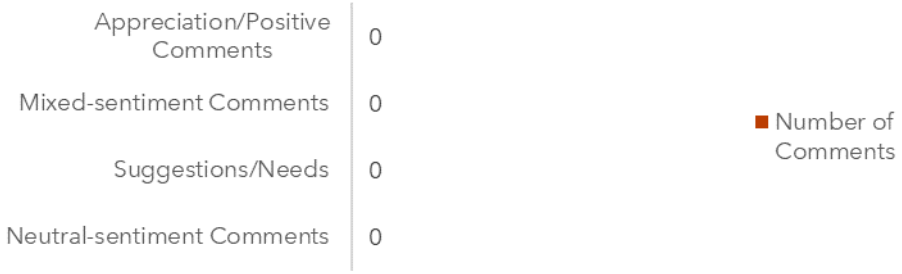
4. I feel like I am a significant contributor to the organization supporting the education of CONNECTIONS students.

n=17



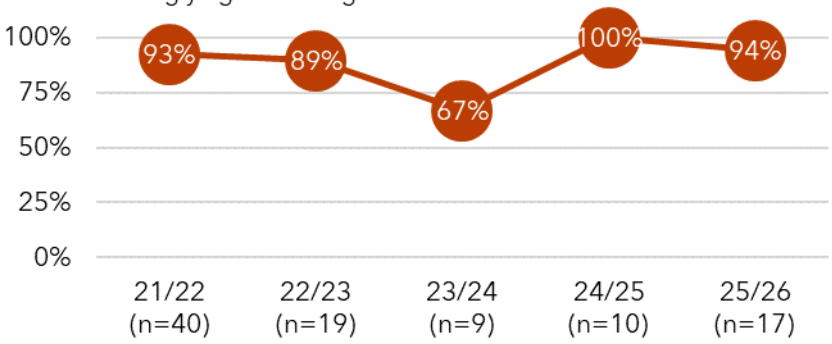
Comment Analysis

All comments are provided at the end of the report.

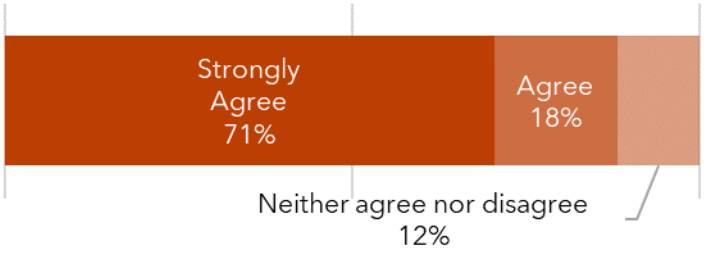


Compared to Prior Years

Note. % Strongly Agree + % Agree

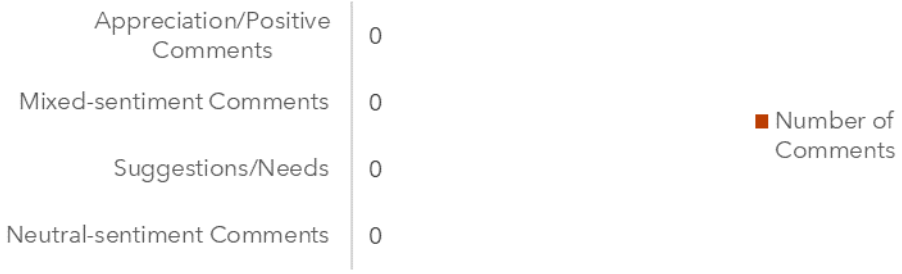


5. I am comfortable speaking to my supervisor if I have questions or concerns at work.
n=17



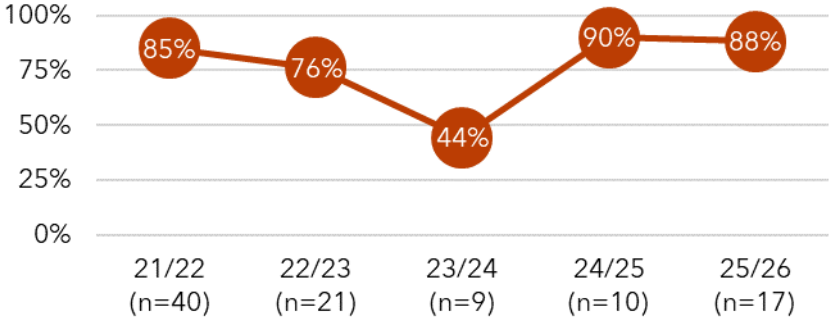
Comment Analysis

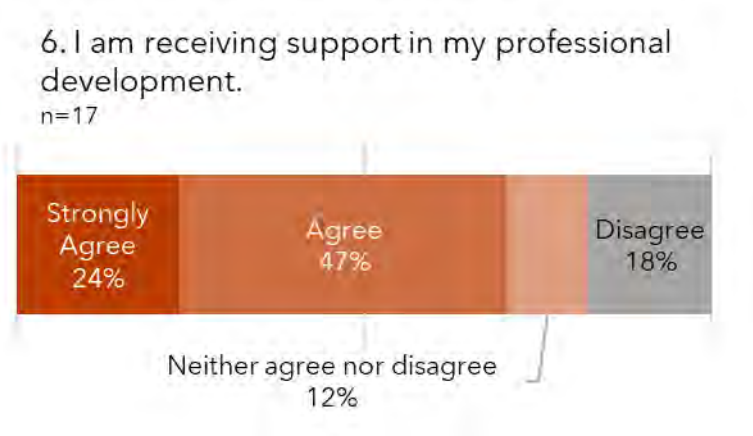
All comments are provided at the end of the report.



Compared to Prior Years

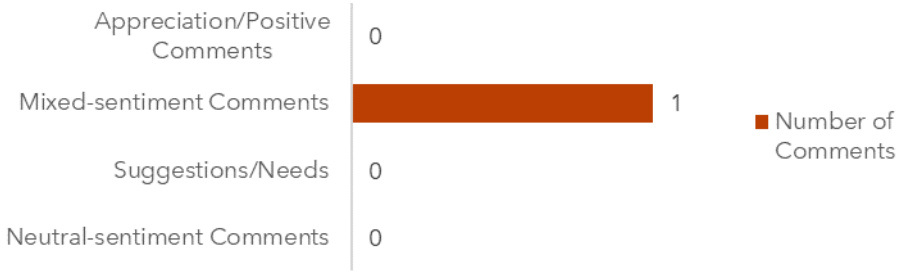
Note. % Strongly Agree + % Agree





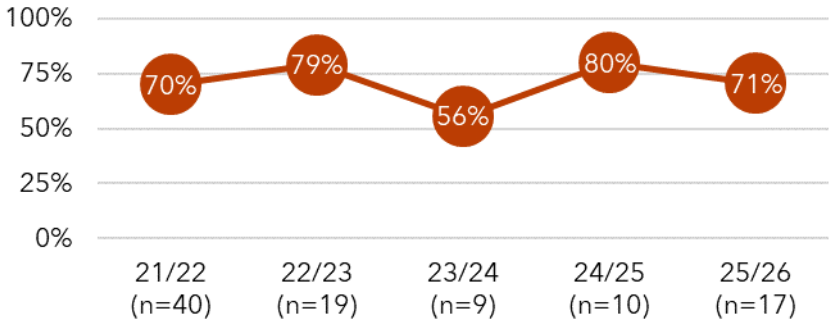
Comment Analysis

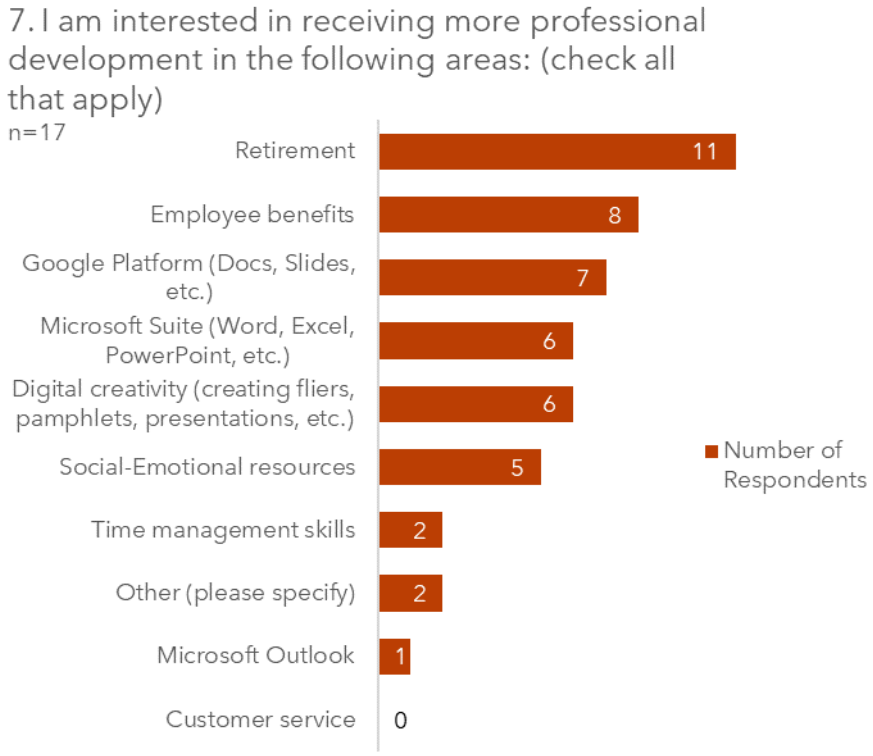
All comments are provided at the end of the report.



Compared to Prior Years

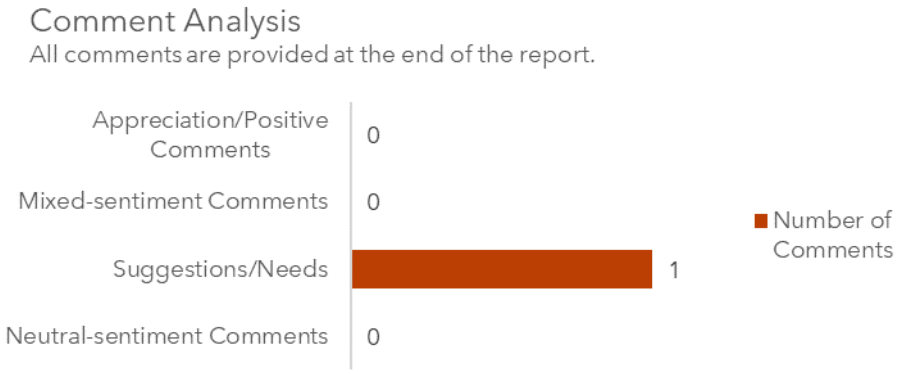
Note. % Strongly Agree + % Agree





Other (write in) responses:

- Interpreting or Deaf Education workshops
- Trainings for all of the Apps which have recently changed



Comments for 1. I am aware of the OCDE goals, missions, and priorities.

Appreciation/ Positive Comments	• All staff were involved in the recent revision.
Mixed-sentiment Comments	None received
Suggestions/ Needs	None received
Neutral-sentiment Comments	None received

Comments for 2. My workplace supports and values cultural diversity and inclusion.

Appreciation/ Positive Comments	None received
Mixed-sentiment Comments	None received
Suggestions/ Needs	None received
Neutral-sentiment Comments	None received

Comments for 3. My workplace recognizes the importance of mental health and provides resources to staff.

Appreciation/ Positive Comments	None received
Mixed-sentiment Comments	• The workplace may recognize the importance. Though not all the staff recognize/respect the importance of mental health - look at/treat staff differently
Suggestions/ Needs	• Wish more would take advantage of EAP. Services not always available for Deaf staff though.
Neutral-sentiment Comments	None received

Comments for 4. I feel like I am a significant contributor to the organization supporting the education of CONNECTIONS students.

Appreciation/ Positive Comments	None received
Mixed-sentiment Comments	None received
Suggestions/ Needs	None received
Neutral-sentiment Comments	None received

Comments for 5. I am comfortable speaking to my supervisor if I have questions or concerns at work.

Appreciation/ Positive Comments	None received
Mixed-sentiment Comments	None received
Suggestions/ Needs	None received
Neutral-sentiment Comments	None received

Comments for 6. I am receiving support in my professional development.

Appreciation/ Positive Comments	None received
Mixed-sentiment Comments	• I am able to attend conferences during work hours for professional development. However, many other OCDE staff receive support towards their professional development through tuition reimbursement or scholarships - which are not offered/available to all OCDE staff.
Suggestions/ Needs	None received
Neutral-sentiment Comments	None received

Comments for 7. I am interested in receiving more professional developing in the following areas.

Appreciation/ Positive Comments	None received
Mixed-sentiment Comments	None received
Suggestions/ Needs	• Past presenters have sped through trainings which makes it difficult for us laypersons to keep up as we are not as familiar. Slow and steady trainings would be more helpful.
Neutral-sentiment Comments	None received

LEA and School Level Data

Appendix F

Student Groups Performing on the Lowest Performance Levels

State Indicators on the 2023 California Dashboard

Indicators → / Student Groups ↓	Academic Achievement: ELA	Academic Achievement: Math	English Learner Progress (ELPI)	Chronic Absenteeism	Graduation Rate	College and Career Indicator	Suspension Rate
All Students	OCDE, OCCS, CONNECTIONS	OCDE, OCCS	OCDE, ACC, AJH	OCDE	OCDE, ACC, AJH, CONNECTIONS	OCDE, ACC, AJH, CONNECTIONS	
English Learners			OCDE, ACC, AJH	OCDE, ACC	OCDE, ACC, AJH	OCDE, ACC, AJH	ACC
Foster Youth				OCDE	OCDE, ACC	OCDE	
Hispanic	OCCS	OCDE, OCCS		OCDE, OCCS	OCDE, ACC, AJH	OCDE, ACC, AJH	
Homeless				OCDE	OCDE, ACC	OCDE, ACC, AJH	
Low-Income	OCDE, OCCS, CONNECTIONS	OCDE, OCCS		OCDE, OCCS	OCDE, ACC, AJH	OCDE, ACC, AJH, OCCS	
Students w/Disabilities	CONNECTIONS				OCDE, ACC, AJH, CONNECTIONS	OCDE, ACC, AJH, CONNECTIONS	ACC
White					OCDE, ACC	OCDE, ACC	
Asian					OCDE		
LCAP GOALS/ACTIONS **G = Goal** **A = Action**	**G1-A2** **G2-A1**	**G1-A2** **G2-A1**	**G1-A2** **G2-A5**	**G1-A2** **G1-A3**	**G1-A1** **G1-A2** **G1-A3** **G1-A8** **G2- A1** **G2- A5**	**G1-A2** **G1-A3** **G1-A8** **G2-A2** **G2-A3** **G2-A7**	**G1-A2** **G1-A5** **G1-A7** **G1-A9**

KEY:

OCDE = LEA/District; **ACC** = ACCESS County Community School; **AJH** = ACCESS Juvenile Hall;
OCCS = OCCS: CHEP/PCHS; **CONNECTIONS** = Orange County Special Education

LEA and School Level Data

Appendix F

Student Groups Performing on the Lowest Performance Levels
State Indicators on the 2025 California Dashboard

Indicators → / Student Groups ↓	Academic Achievement: ELA	Academic Achievement: Math	English Learner Progress (ELPI)	Chronic Absenteeism	Graduation Rate	College and Career Indicator	Suspension Rate
All Students				OCDE, AJH, OCCS	OCDE, ACC, AJH, CONNECTIONS	OCDE, ACC, AJH	
English Learners					OCDE, ACC, AJH	OCDE, ACC	
Long-Term English Learners					OCDE, ACC, AJH	OCDE, ACC	
Foster Youth				OCDE	OCDE, ACC	OCDE, ACC	
Homeless					OCDE, ACC	OCDE, ACC	
Low-Income (SED)				OCDE, AJH, OCCS	OCDE, ACC, AJH	OCDE, ACC, AJH, OCCS	
Students w/Disabilities				OCDE	OCDE, ACC, AJH, CONNECTIONS	OCDE, ACC, AJH	
Black or African American					OCDE	OCDE	
Hispanic				OCCS	OCDE, ACC, AJH	OCDE, ACC, AJH	
White					OCDE, ACC	OCDE, ACC	
Asian	OCDE	OCDE			OCDE		
LCAP GOALS/ACTIONS **G = Goal** **A = Action**	**G1-A2** **G2-A1**	**G1-A2** **G2-A1**	**G1-A2** **G2-A5**	**G1-A2** **G1-A3**	**G1-A1** **G1-A2** **G1-A3** **G1-A8** **G2- A1** **G2- A5**	**G1-A2** **G1-A3** **G1-A8** **G2-A2** **G2-A3** **G2-A7**	**G1-A2** **G1-A5** **G1-A7** **G1-A9**

KEY:

OCDE = LEA/District; **ACC** = ACCESS County Community School; **AJH** = ACCESS Juvenile Hall;
OCCS = OCCS: CHEP/PCHS; **CONNECTIONS** = Orange County Special Education

Learning Recovery Emergency Block Grant (LREBG)

Goal - Action	Description	Allowable Use Alignment	How will this address student needs?
Goal 1 - Action 1	Administrative Technician for ACCESS Attendance and Records	Integrating evidence-based pupil supports to address barriers to learning	The administrative technician position is essential for maintaining accurate and up-to-date student data, which contains critical components in identifying and addressing barriers to student learning. This data allows our educators to recognize patterns of absenteeism, enrollment instability, or other early warning indicators that can negatively impact academic achievement. By assisting with the upkeep of student databases, the administrative technician will enable school staff to quickly identify students who may be at risk due to inconsistent attendance, changes in enrollment, or other disruptions. Timely and accurate information allows for early intervention strategies, connection to support services, and targeted outreach to students and families.
Goal 1 - Action 2	Community Resource Specialists for ACCESS	Integrating evidence-based pupil supports to address barriers to learning	Community Resource Specialists play a vital role in addressing barriers to learning by connecting families with essential resources and support services that help stabilize their home environments. By assisting families in crisis through access to food, housing, healthcare, or other essential needs, they help remove obstacles that may prevent students from attending school consistently or focusing on their education. This support not only builds stronger family-school partnerships, but also creates a foundation for improved academic performance, as students are better equipped to engage in learning when their basic needs are met.

Goal - Action	Description	Allowable Use Alignment	How will this address student needs?
Goal 1 - Action 5	Restorative Justice staff for ACCESS	Integrating evidence-based pupil supports to address barriers to learning	Restorative Justice Specialists address barriers to learning by creating a safer, more inclusive school environments where students feel heard, respected, and supported. By promoting positive behavior, conflict resolution, and accountability through restorative practices, they help reduce suspensions and disciplinary actions that remove students from the classroom. This approach keeps students engaged in their education while also teaching essential life skills like empathy, communication, and responsibility. As a result, students are more likely to build healthy relationships and remain focused on learning, which directly supports academic success.
Goal 1 - Action 6	Short-term school pantry helpers for ACCESS	Integrating evidence-based pupil supports to address barriers to learning	The pantry helpers support students by ensuring consistent access to basic needs such as food and essential supplies, which are critical for student well-being and readiness to learn. Many of our students and families experience food insecurity and economic instability, which can negatively impact attendance, concentration, and overall academic engagement. By maintaining and distributing resources through school pantries, these staff help reduce barriers to learning, promote stability, and create a more supportive environment where students can focus on their education.

Goal - Action	Description	Allowable Use Alignment	How will this address student needs?
Goal 2 - Action 2	Transition Specialist for ACCESS	Access to instruction for credit-deficient pupils to … increase or improve pupils' college eligibility	The Transition Specialist addresses a critical gap in postsecondary planning by providing individualized support to students who often face barriers to college and career access. Many ACCESS students, particularly those who are credit-deficient, highly mobile, or involved in the juvenile justice system, lack the supports needed to complete key steps such as college applications, financial aid forms, and career planning. By offering targeted assistance with these processes, the Transition Specialist helps ensure students are better prepared to graduate with a clear postsecondary plan, increasing college eligibility, employment opportunities, and overall successful transitions into adulthood.
Goal 3 - Action 2	Paraeducators for ACCESS	Accelerating progress to close learning gaps	Paraeducators in ACCESS classrooms play a key role in helping students close learning gaps by providing personalized, academic support. They assist with differentiated instruction, breaking down complex tasks into manageable steps and reinforcing key concepts to ensure understanding. By offering consistent academic guidance in one-on-one or small group settings, they help students build confidence and master foundational skills. Additionally, paraeducators often support students in managing behaviors that might interfere with learning, creating a stable and supportive environment that promotes academic growth.

Appendix G

Goal - Action	Description	Allowable Use Alignment	How will this address student needs?
Goal 3 - Action 2	Updated technology and AI licenses	Access to instruction for credit-deficient pupils to … increase or improve pupils' college eligibility	Providing educators with updated technology and access to AI tools benefits students because when teachers are equipped with AI-powered resources they can more effectively identify and address learning gaps, personalize instruction, and monitor progress in real time. With proper training, educators learn how to integrate these tools to enhance curriculum planning, support differentiated learning, and provide timely interventions.
Goal 3 - Action 2	Substitute staff to assist with state testing	Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning	Hiring substitute staff to assist with state testing supports progress monitoring by ensuring the testing process runs smoothly and efficiently. Substitutes can supervise testing sessions, allowing the classroom teachers to focus on delivering lessons and guiding student learning. By removing this additional duty from classroom teachers, we will help maintain a controlled, low-stress testing environment that enables students to perform at their best. Extra staff will also ensure that all students are tested within the required window, including those who need makeup sessions. Accurate and timely testing leads to reliable benchmark data, which schools use to evaluate academic progress, identify learning gaps, and make informed decisions about instruction and interventions. In this way, substitute support directly contributes to the quality and completeness of assessment data used to guide student achievement.